Group Procedures in Guidance

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TO OUR FATHERS

*Who through the years have been
excellent counselors for their sons*

Wallace Strong

Roy Willey

Contents

Editor's Foreword

Reformatories, jails, penitentiaries, and mental hospitals are the monuments we erect to—and pay for—inadequate education. The function of education is to help the person to know and understand who he is, what he is doing, and why—the most important learning tasks for each individual. This implies the learning of values, attitudes, interests—in short, affective processes with more emphasis than has been customary in the past, when instruction and guidance were primarily or entirely concerned with cognitive processes and skills. This means not less of the cognitive but more of the valuing, the affective.

As our schools operate, a large share in implementing this function of education will be borne by that aspect of education called guidance or counseling.

In this book the authors are guided by a holistic philosophy—everything in the learner's experience matters. They are concerned in competent, scholarly, workmanlike fashion with presenting a very teachable textbook for both prospective and practicing school personnel with, as their title for the book indicates, considerable emphasis on group procedures.

It is not irrelevant here to point to recent social-psychological researches that demonstrate that social norms and values are particularly effectively learned in small groups.

Such findings tend to point to group guidance—group problem solving—as of key importance.

The authors do not draw a sharp administrative line between guidance and instruction. "The making of choices which deal with emotional, vocational, and social adjustment may and should be integrated with instruction," to quote them directly. Ergo, they make no distinction between grouping for guidance and grouping for instruction. Guidance thus is a function of, and to be optimally effective must penetrate, the entire school organization.

For guidance is not only for the unusual and exceptional case. All human beings have problems. Effective and efficient organization and procedures in guidance are concerned with all pupils, and much of effective guidance can be group process. Much of this will take the form of making schooling meaningful for the learner. For while a recent poll of the Purdue Opinion Panel shows that about four-fifths of high school youngsters like school and find it meaningful, the remaining fifth who do not find it nurturent serve to prevent our becoming complacent concerning our effectiveness in meeting the needs of all the children of all the people. The present text is well designed to serve as an effective educational tool to help meet these needs.

H. H. REMMERS

September, 1957

Preface

Guidance is frequently used to represent many aspects of several related operations It can become a meaningful and useful term only as these operations are analyzed, organized, and brought into focus

As in the case of education, guidance can be evaluated in terms only of how well it helps the individual to understand himself and thus develops his personality To this extent guidance must always be considered individualistic In some instances, the significant effect of guidance is manifest most clearly in a face to face situation, on other occasions, however, the results are more satisfactory from a group situation

Strong influences from the psychiatric field have directed attention to the potentials of group psychotherapy Other influences are coming from studies in group dynamics Dr Carl Rogers, in a speech at Columbia University, announced that psychology now has the power to control the behavior of people He stated that we know how to provide the kind of leadership which will cause group members to grow, to function more effectively and with better spirit We know how to establish conditions in a group which will lead to increased productivity, originality, and morale We know how to provide an interpersonal relationship with the qual ities that enable the individual to meet stress with more serenity and less anxiety We know how to provide psychological conditions in the classroom which will promote improved personal adjustment as well as learning

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The authors of this textbook recognize in the foregoing ideas that through the use of the group a guidance worker can mold human behavior and personality We agree with Dr Rogers who stated, "I know of no problem holding greater potentiality of growth and of destruction than the question of how to live with the increasing power the behavioral sciences will place in our hands, and the hands of our children" [1]

This book is written with the conviction that a revised concept of group guidance should be presented The older and universally accepted concept of group guidance was one of a supervisory or administrative nature wherein extracurricular activity constituted the center of the program In many school systems the traditional extracurriculum program is now being integrated into the curriculum itself Nothing is "extra" or "allied" if it contributes toward the accomplishment of worthy educational objectives Furthermore, any activity which affects the emotions, attitudes, interests, and beliefs of a student should merit consideration in the "guidance program" This should include any organized group service by which students gain experiences for intelligent personal planning and adjustment

The authors believe that achievement in self direction cannot be entirely realized in individual counseling This objective can be accomplished most effectively in the social contact and interaction so essential for developing social sensitivity and cooperative attitudes

Considerable space is devoted to the core curriculum as an environment where group guidance may be attempted The core is part of a movement to adjust the curriculum to

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[1] Quotation from Dr Carl R. Rogers Speech on the Occasion of the Installation of Hollis Caswell as President of Teachers College, Columbia, *Educator's Dispatch* New York, N.Y., December 1, 1955, pp 1-4

the requirement of youth Much is yet to be learned about the use of the core, and teachers must constantly adapt and modify procedures as experience and research enlighten us about learning, teaching, and the effects of guidance Al though the acquisition of knowledge is one of the aims of the core course, there are other equally important aims such as the development of attitudes, ideals, standards of conduct, a sense of values, and the ability to work with others

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R D W
W M S

PART I

The Place of Guidance
in Education

1

The Role of Guidance
in Education for Democracy

AIMS OF INSTRUCTION AND GUIDANCE ARE SIMILAR

Democracy depends upon an enlightened citizenry, upon
people who can think for themselves, and upon judgments of
the average man Judgments of man cannot be intelligent
and workable unless they be made on the basis of authentic
information Judgment is seldom better than the informa-
tion back of the judgment In a country where technological
advances are rapid, coinciding with the determination of
social and political issues by democratic processes, it is of
utmost importance that the citizens who participate in those
democratic processes be literate and competent Each indi-
vidual in a democracy should be equipped to make the great-
est contribution of which he is capable

In a democracy the majority has the right to rule, but the
minority has the privilege of expression and objection It is
very important that the minority retain these rights for at
least three reasons First, it is desirable to know just who are

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the members of the minority; second, these members should be allowed to explain their beliefs so that they may be adopted or refuted if refutation is necessary; and third, every individual is in the minority at times and if one expects to express his attitudes, he must offer that privilege to his fellows.

The nature and quality of this majority rule and minority discussion and opinion are rooted in the informational backgrounds, the ideals, the attitudes, and the educational experience of the members of a democracy. All the children of a democracy should be educated at least to that point at which they recognize the extent of their opportunities. Still better, they should attend public schools until they have attained an educational goal commensurate with their varied potentialities.

NOT ALL THE CHILDREN OF ALL THE PEOPLE ARE ATTENDING SCHOOL

One of the most challenging problems confronting American schools is to find ways of encouraging more children to remain in school and to encourage youth to complete a full high school program. In spite of our shift in emphasis to the importance of educating the masses, our secondary schools are still highly selective institutions. Even in the face of state compulsory attendance laws, many schools have not made necessary adjustments in methods and curricula, and in attitudes of teachers toward less academically able students, to make schooling meaningful and worthwhile for all. In many states there is an increasing demand that school attendence laws be universal and effective, and that the schools seek to adjust the school program to the large cross section of interest and ability found among the children. Eight or nine years of schooling are not enough to prepare the aver-

age citizen for the complicated duties he faces in a democracy.

Dillon (16)[1] reports that in the average public school system in the United States, 50 percent of the youth who enter high school drop out before graduation. This means that each year a million or more children and youth are dropping out of school without completing a high school education. How serious is it that half the pupils who start high school drop out before graduation? Who are these high school dropouts? Why are they dropping out? While the employment and accomplishments of these dropouts will vary considerably, most of these people will become fathers and mothers, consumers, taxpayers, and voters. They will share in a responsibility of democracy, and democracy can thrive no better nor accomplish no more than is indicated through the combined judgment and activities of all its citizens. Should not all the citizens, then, have at least a high school education in a complex age like ours?

The general cultural level of Americans and their lack of participation in political activities present real challenges to our schools. Crude tastes are reflected in the approval and support of certain inane and vulgar radio and television programs, movies, and comic books. Such approval and support are of real concern to many who are vitally interested in the success of democracy.

On an average, since 1921, only 50 percent of those eligible to vote have voted in presidential elections in the United States. This percentage is lower than in almost any other country experimenting with democracy. Failure of Americans to participate in democratic processes indicates a failure on the part of the schools to reach the millions of Americans

[1] The bold face numbers in parentheses refer to the bibliographies at the ends of chapters See pp 35-40 for Bibliography for this chapter.

who did not attend schools, and to influence additional millions who did attend but who were not made aware of their duties and responsibilities in democracy.

INTEREST IS IMPORTANT IN LEARNING

Experienced teachers are generally agreed that pupils learn best, and are more free from tensions and frustrations, when they can identify themselves with the goals of learning, with the end product of the learning activity, in short, when the curriculum makes sense to them. Knowledge and meaning arise only when there is an active and interested response on the part of the individual. The real basis of learning is individual activity rooted in individual interests, needs, and special concerns and directed to the achievement level of the individual. Motivation cannot be imposed; it must evolve from the stream of learning itself. To be effective in the lives of young people, education must be more than just "homework," "lessons to get," or "teacher assignments" entirely divorced from student needs and interests.

Functional education has attained significance in our pattern of training. If education is functional it is useful but, of course, it is impossible to provide a program that is equally valuable to all pupils. It is true, however, that few people learn very much until they are interested in and ready for what they learn. Perhaps helping pupils to become interested in and enjoy a subject is more important than teaching them the subject matter. Fostering a favorable attitude toward the subject, then, may be of greater value than demanding information from pupils about the subject. While this is not true on a vocational or professional level, where students select their courses, the stand can be defended up to the end of the compulsory school program.

IMPROVEMENT NEEDED

With these educational concepts in focus we may examine the quality of the schooling that has been provided children Has it been sufficiently concerned with the pupil's interests, his real needs, and his individual future? Has it been sufficiently concerned with him as an active citizen in a democracy that most Americans have come to cherish highly? Or, has most schooling throughout the nation persisted in serving as a college preparatory program to the neglect of the students who will not continue formal education? Is it true that most secondary schools are still preparing pupils to enter college despite the fact that fewer than 10 percent of them will be graduated?

Is education today sufficiently concerned with helping the pupil to become a well adjusted personality who can get along with himself and others? Probably the major outcome of the school experience is learning how to live with others The different subjects studied are merely means to that end What is the value of knowing data about any subject if one cannot be happy, if one cannot communicate well with others, if one cannot find and hold the job one wants? Chapman (9) reports *a study of seventy six corporations in which 90 percent of those who lost their jobs did so because of personality characteristics, not because of lack of information, skills, or efficiency* These people do not have problems of information, they have problems of human relations After all, it is how we feel rather than what we know that drives us to action How we *feel* is rooted in our attitudes, appreciations, likes and dislikes, in emotional reactions rather than in intellectual opinions

Creating a school environment, then, in which pupils are

happy, in which they feel important, in which they can succeed, in which they are helped in personality development is of utmost importance. A pupil who is not an active part of the class, who is not making some acceptable contribution, soon becomes discouraged and wants to drop out. Negative emotional patterns which interfere with successful living are developed. Pupils do not make equal contributions in a school program, but they have equal rights to make them.

IS A NEW SCHOOL NEEDED?

The history of education indicates that the Latin Grammar School started in Boston in 1635 and finally had to yield to a new type of school because it failed to meet the needs and interests of the youth it was attempting to serve. The new school which largely replaced the Latin Grammar School was the Academy, founded in Philadelphia in 1751, "to teach pupils the great and real business of living." The Academy, however, also failed in a realization of this practical goal, and the public high school was established in 1821. In an effort to make education function in the lives of its pupils and graduates, the high school has added more and more courses and subjects until it is at present a miniature university of subject-centered courses. The junior high school was introduced in 1909 to alleviate the faults of the system, but it, too, has developed a curriculum of departmentalized subject fields.

The secondary school, especially, has inherited a curriculum, largely classical and European, that it has found very difficult to modify. The theory of formal discipline has been so extended as to justify almost all educational practices. School organization, content, objectives, and theories of evaluation have been an outgrowth of this doctrine of formal discipline. Schools have become examples of autocratic,

rather than democratic, organization and living. Although there has been much discussion about teaching the "fundamentals," the average high school has failed to produce graduates skilled in such a fundamental as, for example, reading. It has also failed to develop an interest in performing important civic duties such as voting. Many graduates are incompetent in the language and as soon as they are beyond the age of compulsory schooling, a large percentage of them seem to lose interest in books. The increasing rate of juvenile delinquency indicates that youth of high school age lack a clear understanding of democratic ideals and functions or a sense of social responsibility. Schools provide far too little practice in cooperative planning, fair play, sportsmanship, unselfishness, understanding the point of view of one's peers, and in exercise of judgment on casting a vote. Once these youths are out of high school they do very little to add to their readiness for citizenship or to augment their knowledge of civic affairs or maintain an interest in social problems.

An Analytical View of the High School. If high school graduates are not socially competent and are not desirous of participating in activities of citizenship after they leave school, perhaps they have had too little opportunity while in school to develop habits of citizenship. The ideals, attitudes, and behavior of good citizenship have been discussed so pupils have adequate information, but the habits of participation may not have been developed. Scant is the evidence that knowledge is a guarantee of wise conduct. Pupils need practice in, as well as information about the democratic way of life. Should schools assume more responsibility for creating an understanding and appreciation of democracy through the practice of democracy in their everyday activities? Is it not important to set up an environment in school

in which the habits and attitudes we desire in our graduates are actually developed, not just described?

Are Needs of Pupils Being Satisfied? For several years a widespread belief has arisen that most schools have failed to adjust their curricula to the real needs and interests of pupils and, consequently, to the best interests of democracy Just a few examples may be cited to indicate this belief

In spite of the fact that since the establishment of the Latin Grammar School continuous expansion and reorganization of the secondary school curriculum have been in evidence, there is still a predominating belief that the curriculum has not kept pace with the growing needs of young people nor with social changes To deny the existence of dissatisfaction, on the part of many educators, patrons, and pupils with the typical American secondary school is to ignore obvious storm signals Some of the current criticism of secondary education is, of course, a result of malice, misinformation, or prejudice, but much of it is intelligent and well meaning and is the sincere expression of an evolving democracy This criticism is directed toward the twentieth century demands for better adapted, more effective, and more functional programs of education (56)

Even in 1891 Frank E Plummer insisted that the mission of the high school was to make education free, far reaching, and fully adequate to the needs of the people Its main object should be to prepare boys and girls for the duties of active, useful, and happy lives (46)

In 1939, Dodds (17) indicated that at least one third of the secondary school population was being educationally neglected under the traditional program, and that students whose abilities and interests did not lie within the academic field were finding their experiences in the typical high school most unsatisfactory Nevertheless, he believed these educa-

tionally neglected students were normal individuals socially and physically and seemed to get along very well everywhere in life except in school

From her studies, Leonard (35) concluded that in thirty-nine cases out of fifty-three, there is little or no relation between pupils' high school courses and their vocational interests, or life needs The inauguration of the Civilian Conservation Corps, the National Youth Administration, and other federal agencies doing educational work during the depression years was an indication of the administrative dissatisfaction with the traditional high school program These "rival" institutions were established to aid the educationally neglected At one time the CCC's alone were given a budget one sixth as large as the nation's total educational budget The fact that these federal agencies doing educational work received public support may be interpreted as an indication of public dissatisfaction with contemporary educational institutions

Personality Adjustment Needs Attention. According to Yoder (72) a million of the children in public schools at any given time will, during their lives go to hospitals for mental treatment, and half of these mental cases could be prevented by a proper educational program He says that mental health is nothing more than a state of mind which enables an individual to get along with others and solve his problems, and the schools should assume responsibility for an educational program which will develop proper attitudes, poise, balance, social skills, emotional control, and a sense of personal worth

Meade (39) emphasizes that maladjusted, discontented, frustrated personalities may arise among those unable to stand the academic pace and classical formula of the typical secondary school, and he makes a plea for the schools to pro-

vide a training which has as its primary concern not only the enforcement of academic disciplines, but also the offering of immediate and practical help to the boy and girl.

Education Beyond the Classroom.   Reporting on the conclusions of a Joint Committee for a Changing Curriculum in 1937, Harap (27) stressed the belief that the four walls of the schoolroom must be stretched to include numerous and varied experiences in or with factories, farms, slums, picket lines, libraries, community stores, pressure groups, legislative bodies, and others. A more recent statement has been appropriately made by Norman Cousins (10), "Education fails unless the Three R's at one end of the school spectrum lead ultimately to the Four P's at the other—Preparation for Earning, Preparation for Living, Preparation for Understanding, Preparation for Participation in the problems involved in the making of a better world. . . . [The educated citizen] must keep himself up to date in his own field. . . . He needs the kind of continuing education that will enable him to think and act intelligently in helping to keep up with the vast accretions of general knowledge. . . . He needs to know how to look for and appraise information about the world of ideas and events. His country is going to have to make the biggest decisions in its history—both for the purpose of assuring its own survival and for helping to keep this planet in a single piece—and this may require some inspired prodding by the individual citizen."

At the beginning of the Second World War military leaders established their own educational systems because they thought the schools could not, or would not, accomplish desirable educational objectives. Many school personnel were mobilized by the military services to help with this educational program, but the schools were not given the job. Part

of the criticism was that school people insist on teaching only the traditional subjects and on employing the same, often obsolete, methods. Military authorities wanted a new kind of school characterized by vital and new teaching techniques.

In justification of the schools it may be readily admitted that they have never had anything like the financial backing accorded the military services, and that (had they been granted adequate financial support), they may well have accomplished as much in education as did the military services. Nevertheless, many thoughtful educators have a growing concern over such trends and think it is time to take an inventory of present school programs in terms of the demands of an atomic age.

A Look Ahead. Thus, despite considerable progress, there is still much to be done to: (1) make schooling available to more and more of our children, and (2) improve the quality of the schooling being received by those in attendance. It is conceded that in order to attain these two goals, more money must be spent on schooling than the nation is accustomed to spending. The annual costs in the United States of education, compared to the costs of tobacco, alcoholic beverages, and cosmetics give one reason for concern about the relative importance of education in our democracy. Each year crime and delinquency cost us much more than we spend on education, both public and private. While expenditures for education have continued to increase with the growing school population, public education still is not one of the services for which we expect to pay very much. For instance, our annual budget for "preparedness" in 1956, a "peace" year, was several times our total budget for education.

To accomplish the educational objectives demanded for our children we must have more and better counselors and

teachers, we must make audiovisual education more significant in our programs, and we need many more and better equipped school buildings. The need is urgent to make schooling meaningful and purposeful for young people. Now it may well be asked whether this goal, "adequate schooling for all citizens of our democracy," is worth what it will cost. Is this goal sound economically? It may be agreed that such a goal is sound educationally, or even culturally. But is it a good economic investment? Would we in the United States be justified, for example, in doubling the educational budget of any recent year?

In 1945, the United States Chamber of Commerce established a committee, with Thomas G. Boushall (57) as chairman, to find the answer to such a problem, and the findings indicated that throughout the United States, even throughout the South, the level of education paralleled the level of economic status or that the economic status paralleled the level of education. In certain selected cities and states, the committee determined how many people had finished only two or three grades of school, how many completed elementary school, how many had finished part of high school, how many finished high school, how many had any college education, and how many had completed college. From these findings the Committee made an educational line at the bottom of a chart to show the degree or amount of education. With this base line they made graphs showing the relationship between educational achievement and such factors as magazine subscriptions, salaries received, and rents paid. Although the findings should be validated by further study, they suggest that "Where schools are best, average incomes are greatest," "Where schools are best, more magazines are read," "Where schools are best, more telephones are used," "Where schools are best, rentals for homes are highest,"

"Where schools are best, fewest men were rejected under Selective Service" The Committee also concluded that formal education helps people to be producers and good consumers, and the educational level of a community has a direct relative reflection in its economic status

These findings are similar to those reported by Davenport and Remmers, e g, "The more that was spent in a state on education, both for capital outlay and for current expenses, the more the pupils of the state achieve on such a test as the one given," (13) and "We interpret these results to mean that probabilities of reaching a high educational achievement are much greater if one comes from a high income state . . ." (14)

Can We Afford Better Schools?   Evidence is accumulating to support the belief that taxpayers are willing to pay for an education that will help the citizenry to play their varied roles in society Such roles presuppose good work habits, good citizenship habits and attitudes, education for physical and mental health, for leisure, family life, for the role of consumer, and vocational information courses More and more the evolving core course program is including this type of education aimed at preparing students for the life they will assume in a complex society

Similar evidence is accumulating to indicate that patrons are impatient with schools and teachers about which their children are constantly complaining, with schools from which over half of the youngsters are dropping out because of boredom and frustration The student himself is the schools (or the teacher's) best or worst publicity agent If we cannot please him we will have a very difficult time pleasing his parents, the taxpayers For every poor teacher in the elementary school there will be numerous disgusted parents

Poor teachers in a secondary school further increase the number of dissatisfied parents.

Although it would be presumptuous to suppose that guidance is the answer to the increasing complexity of school problems, guidance implements the essential concern of democracy for the dignity and worth of the individual. The good citizen is not only self-reliant and self-possessed, but he is also socially perceptive and coöperative. Guidance should assist the individual to adjust to social realities in terms of moral and spiritual values and to all other attributes that will aid him to be a worthy, useful citizen.

THE RISE OF THE GUIDANCE MOVEMENT

In this educational setting described above, the need for guidance has become apparent. Concerned with the need for improved human relationships, a need for increasing an understanding of and a commitment to democratic values, a need to acquire skill in coöperative planning, action, and evaluation, and a need to develop improved relationships between the many learning experiences provided by the school, the guidance area in American education has been established. Emerging from the humanitarian twentieth century's growing interest in individual differences, guidance now embraces enough of professional significance to exist in its own right.

Regardless of the professional concept of guidance, the genuine objectives of guidance are broad enough to include certain aspects of learning. A vital part of the guidance program is found in the total school curriculum, which includes school group activities, whether these be used as assembly programs, organized groups in which occupational information is learned, home-room projects, or field trips. We are interested in values in terms of behavior, broader social

knowledge, attitudes, and ideals. Whether these values are acquired as a result of direct instruction, individual guidance, or group guidance is immaterial.

/ Guidance touches every aspect of an individual's personality—his attitudes, beliefs, ideals, values, and mental and physical health. The need for guidance involves the complex, total life of the individual. "Guidance is assistance given by a trained, experienced, and mature person in whom the individual helped has confidence. A person who has been guided is better enabled to direct his own life, to develop his own point of view, to make his own decisions, and to solve his personal problems. The trained, experienced, and mature person may be any member of the entire school staff who can stimulate the child to achieve objectives leading to self-development." (66)

Guidance embraces the significance of the emotions, the personal needs, and all those other forces making the child what he is. "Under guidance the individual is assisted in making a wholesome, worthwhile adjustment to his world. More specifically, the individual must be given assistance in choosing dynamic, reasonable, and worthwhile objectives, in formulating plans of action to accomplish these objectives, in meeting crises and solving problems which appear to be blocking plans, and in sustaining personal enjoyment in self-direction of his life so that goals may be efficiently achieved. There will be occasions during the guidance process where the individual will need help in discovery of needs, assets, opportunities, adjustment to other people, and adjustment to himself." (67)

HISTORICAL FOUNDATIONS OF THE GUIDANCE MOVEMENT (47)

Sponsored by a wealthy philanthropist, Mrs. Quincy A.

Shaw, and directed by Frank Parsons, an experiment in Boston introduced the first organized program in guidance to receive national recognition. The aim of the experiment was to develop "all-round manhood" by giving "systematic training of body and brain, memory, reason, and character, according to individual differences." Coincident with this local interest in guidance was the work of Eli W. Weaver of Brooklyn, New York, who recommended that vocational advisers in the public schools be allowed time to attend to placement. He sought to help students discover their individual capacities and to plan their careers.

The guidance ventures which developed in many cities of the United States grew out of interest in school retardation, truancy, and delinquency. As early as 1913, at Cincinnati, Ohio, a successful vocational guidance program was stipulated to include a director of guidance, teacher counseling, analysis of personality traits, and a curriculum to meet vocational needs. Also in 1913, an experimental school guidance bureau was established in Seattle to combat delinquency.

During the early years of the twentieth century there arose a keen interest in the construction and use of tests in the study of the individual. Such names as Cattell, Binet, Terman, Otis, Thorndike, Spearman, and Thurstone are familiar in this area. In the middle and late 1930's guidance was dominated by economists who were interested in the problems of unemployment, placement, occupational trends, and vocational inability.

The antecedents of contemporary guidance concepts have their roots in four spheres of influence: sociology, economics, psychology, and education. Guidance draws upon the knowledge and techniques of all these fields. In some situations one of these disciplines may conceivably absorb all of what may be called guidance; in fact, there is real danger that the

influence of a discipline may become so strong that it will engulf the guidance services to the point where guidance as a professional field no longer exists

THE MAJOR PURPOSE OF GUIDANCE SERVICES

The major purpose of organizing guidance services in any school is to enable pupils to make wholesome personal adjustments Such adjustments may be in the educational program, in the home and family relations, in social activities, in plans for vocational future, in community activities, and within one's self Some of the problems and perplexities that pupils experience are rooted in one or the other of these areas only, others are in a combination of the areas

In some cases adjustment can be made by manipulating the environment—changing teachers, programs, or schedules at school, improving home conditions, providing work experiences, getting a part time job, or providing vocational information courses In other cases the change must occur entirely within the individual's attitude In other words, if environmental conditions which contribute to the maladjustment or emotional disturbance cannot be regulated, improved, or eliminated to relieve the conflicts and anxieties, then the individual's attitude toward the conditions in which he must continue to live needs to be changed These are the two areas in which guidance workers try to help pupils improve their personal adjustments to their total environments and to themselves Anyone, in school or out, who contributes to this adjustment is rendering a guidance service Core course teachers and counselors have definite responsibilities for such services

To be effective, however, guidance services must consider all pupils, not just those with serious problems, and must serve all life adjustment areas including mental and physical

health, areas of social adjustment, areas of educational progress and adjustment, and future vocational adjustment needs

'Problem cases" are not so much "problem children" as they are boys and girls with problems All human beings have problems of some kind with which they would appreciate help Adolescents are especially eager for help that will enable them to decide whether they should stay in school, how to make and hold friends, how to get along better with their parents, how they can discover their real interests, and the kind of jobs for which they are best equipped

If all pupils are to be assisted and all life adjustment areas served, then staff members and parents, not merely the counselors, have roles to play in the total guidance program Counselors and specialists have their particular functions to perform Parents, however, probably have the most urgent and significant guidance function, and they need help in preparing for and pursuing their duties

RESPONSIBILITY FOR GUIDANCE SERVICES

Every member of the school staff plays a role in the guidance program Although the authors prefer the phrase "guidance services" as a convenient description of an organized guidance program, they do not regard guidance as a composite of isolated services or activities Whether in terms of the individual or a group the final test of guidance is the desirable change in "self" It makes little difference whether the assistance occurs in a one to one relationship with a counselor, or as a result of group dynamics

To perform an effective guidance program the entire school personnel should participate as a cooperative team That the role of each guidance worker be clarified, however,

it is well to discuss roles as played by teacher, parent, counselor, and other specialists

THE ROLE OF THE TEACHER AS A GUIDANCE WORKER

Developmental experiences provide for the continuous adjustment of most normal children From a functional viewpoint, then, the classroom teacher is, and always has been, the most important person in the guidance program Because of his continuous communication with the pupil and his favorable position for affecting the child's behavior, the teacher will always have a significant guidance role to play This does not, however, imply that the teacher must function by himself Cooperation of parent, counselor, child serving agencies from the community—all who come in contact with the child—is essential Guidance cannot be solely the work of a teacher, it is rendered by the entire school staff and requires knowledge and skill we cannot require every teacher to possess

If both parents and teachers could do an effective job in training and educating children there would be comparatively few maladjustments for guidance workers to consider Many teachers are still more interested in subject matter, however, than they are in children Many teachers continue to use fear, sarcasm, shame, and ridicule they still belittle and chastise pupils They destroy self respect and self confidence, two characteristics which once destroyed in youth, are extremely difficult to reestablish Without self respect and self confidence an individual cannot live happily either with himself or with others

In general, teachers know their subject matter, but frequently they do not know and understand the growth and development patterns of children and youth A major re

sponsibility of guidance in a school or school district is to help teachers to develop a "guidance point of view," a wholesome, helpful, understanding attitude toward boys and girls

Some ways in which this can be done include

1. Faculty workshops aimed at a recognition and understanding of goals, programs, and techniques of guidance The school or district counselors, printed material in guidance, mental hygiene clinics, and pupil personnel problems can provide significant help in such a workshop

2. Frequent discussion by the counselor of guidance problems, objectives, and techniques as they apply to the school program should be helpful

3. Arranging a "guidance shelf" or section in the library where materials are assembled and made available to teachers will help if teachers are sufficiently motivated to use them

4. Teacher institutes may be devoted partially or entirely to guidance problems

5. A guidance workshop under the direction of a local university, should be encouraged Registration fees may be paid by the school or school district, for example, as a means of stimulating participation

6. The principal may ask a teacher who may have been reluctant to participate in guidance programs to report to the faculty on some new book in the field The information gained by him may change his attitude, or being made a spokesman for guidance may help him to become identified with the movement

7. Encouraging teachers to share in initiating and promoting a guidance program enlists their cooperation and support for it

8. Such a program should arise from local school needs and grow only as fast as local interest, need and faculty support indicate

If one or more of these ways of reaching teachers is essayed, a contribution is sure to be made to the improvement of teacher attitude toward guidance and will be reflected in better teaching and a more understanding relationship with pupils

The classroom teacher's responsibilities in the guidance program are (1) understanding the child, (2) assisting the child to develop a desirable personality, (3) providing occupational information, and (4) counseling

Understanding the Child. Teachers who understand children think of their behavior as being caused, recognize that each child is unique, and expect children to complete various tasks suitable to their age No child is rejected as hopeless or unworthy Understanding the child requires an accumulation of information about him, thus a teacher not only must have skill in gathering this information but must know how to make it useful to himself or when to refer it to the specialist

Developing the Pupil's Personality. Teachers who desire to develop well adjusted pupil personality must create a good emotional classroom climate, avoid placing too great a premium on conforming behavior, learn to distinguish between normal and abnormal behavior, and acquire a knowledge of the group process It is imperative, too, to use the curriculum content, materials, and relationships to meet the needs of pupils, to gain acquaintance with the local community resources, and to transmit to young people an enduring faith in American democracy Alertness to symptoms of maladjustment is essential, but even more important is to eliminate or minimize all school situations which may contribute to serious personality disturbance

Providing Occupational Information.   Occupational information can be provided by the teacher cooperating with the school counselor, by contributing occupational information from the teacher's experience, by providing group activities in citizenship, leadership, and personality, and by interpreting the vocational implications of school subjects By underscoring the occupational value of subjects being studied, by emphasizing requisite traits of character for occupational success, by helping pupils to evaluate important outcomes of successful work in addition to salary, and by including effective visual and auditory materials the teacher can provide a large amount of occupational information

Counseling.   Counseling by the classroom teacher is so well integrated with instruction that they should be considered simultaneously Understanding the child developing his personality, and providing occupational information are all closely related to counseling To the classroom teacher who performs counseling services apart from regular classroom instruction has been given the description 'teacher counselor' As an example of the teacher counselor we shall select the "core course" teacher, to whose duties we devote considerable space in this textbook

The Core Course Teacher's Responsibility for Guidance.   To provide better adjustment for individual needs, interests, and special concerns of pupils is the major purpose of the "core teacher" The usual double period granted to the core course in most schools where it is in operation allows the teacher to become much better acquainted with each pupil than is possible in a single period

This opportunity for a teacher to know his pupils offers the best single argument for adopting two periods for the core

course Obviously a teacher can do a better job of studying, making complete records for, visiting homes of, and counseling half as many students that he meets for two periods a day than he can twice the number with whom he makes contact for only one period a day In the core course the teacher is expected to be sufficiently trained to assume much of the program otherwise designated to guidance workers Core-course teachers should hold counselor certificates

In many cases the home room teacher, advisor, or core-course teacher will be able to make real contributions to the coordinated effort of helping the pupil to improve his personal adjustments In many cases, in fact, this teacher undertakes the major responsibility of helping the pupil to make the necessary adjustments in his successful school and community life To this extent the teacher is definitely a guidance worker The teacher is still performing a guidance service when he calls in the counselor on a given case or refers the case to the counselor for a personal interview Referring the case for discipline or punishment to the principal or to a dean assigned to such a task, however, should not be considered a guidance service The policing and disciplinary services are separate and apart from the guidance services *If counseling is to be effective it must be sought by the pupil* The counselor, therefore, must have the confidence and good will of the pupil He will find it difficult to punish a pupil one day and expect the pupil to seek his counsel voluntarily the next Thus, it is desirable to separate the disciplinary responsibilities from the guidance services in a school

In a few ideal situations the core course teacher using this double period course for four periods a day is provided two periods daily for conferences counseling, home visits, maintaining records, and other guidance services This reduces the

teaching load sufficiently to make guidance functions possible. Such a schedule gives the core-course teacher a maximum load of around seventy pupils. Since the core-course teacher has the same pupils for at least a year the stage is set for a genuine guidance service. Such a goal, of course, is seldom approached in the majority of schools in the nation. In many schools with a seven-period daily schedule, core-course teachers have three double periods of core-course work and a single period for conferences and counseling.

In numerous other schools, where core-course programs are not in operation, group guidance responsibilities are divided among selected teachers. Counselors have some teaching responsibilities in addition to counseling in most schools.

THE ROLE OF THE PARENT IN GUIDANCE

Psychologists generally consider the early years of the youngster's life the most significant in his personality development. His emotional patterns and his fundamental personality characteristics are rather definitely formed before he even enters school. The influence of the home, then, especially the influence of the mother, is more important in shaping his life than is that of the teachers and the school. How he acquires eating habits, sleeping habits, toilet habits; how he is handled in temper tantrums; how thumb sucking or bed wetting are dealt with, will determine to a large extent the kind and seriousness of the maladjustments he develops in school and in life.

All humans have problems. Whether an individual will compromise, fight back, or flee from his problem will depend greatly upon the attitude or dominant emotional pattern developed in his early years. Schools have many pupils who are shy, reticent, timid, overinhibited, fearful—who, in facing

difficult problems, flee from reality into their own dream world At least half of our hospital beds at the present time are filled with patients experiencing the extremes of these emotional disturbances Some other children in school are bullies, they are the aggressive, defensive, law breaking, "fighting" pupils The extremes of these fill our jails, prisons, and penitentiaries

The remaining children learn to compromise their difficulties and adopt socially acceptable behavior Sometimes they fight back, and at other times they run away from their problems, but as long as they can compromise, sublimate, and engage in reciprocity they are still normal and mentally well Nobody, of course, ever reaches complete emotional maturity Our job as parents, teachers, and guidance specialists is to help children to solve their problems, rather than to engage in fight or flight

It is possible that guidance for parents is the most important area of guidance *In proportion to the excellence of the work done by parents with their children, guidance workers in the schools will have fewer complex problems It is not beside the point here to note that most high school youngsters will themselves shortly be parents*

The Role of the Attendance Officer. *It is desirable for each school to have a teacher, or the principal, with some free time available for checking on attendance and following up absentees Serving as an attendance officer, he may foster optimum attendance through home visits, letters to the home, telephone calls interviews with pupils who are absent, planning attendance graphs or charts in which goals are set for each pupil and improving home school relationships*

Possibly one of the first signs of trouble or maladjustment

on the part of a pupil is repeated absence Absence causes a pupil to fall behind in his school work, and he becomes discouraged and begins to dislike school Such an attitude usually results in his getting more and more behind, and he may begin to experience failure in some of his classes Early and persistent checking on absences, then, should prevent many pupils from developing such problems, and should minimize the seriousness for many of those who do Thus, the services of the attendance officer may be considered part of the guidance program

The Role of the Counselor. Numerous titles may be given to the individual who accepts the role of the counselor in the guidance program From an administrative standpoint he may be known as counselor or vice principal The primary responsibility of the counselor is the counseling of pupils, parents, and teachers Whenever he acts as a public relations agent about the guidance services in the community or supervises activities he may be serving in the role of "director of guidance" Whether the guidance specialist serves as director of guidance or counselor will depend upon special circumstances and administrative arrangements The personality of the counselor and his ability in human relationships will determine to a large degree his effectiveness as a coordinator

The counseling activities of the counselor have been conveniently summarized by Rothney and Roens (49) as follows

1 Interpreting test results to students
2. Assisting students in the choice of appropriate courses and curricula
3 Analyzing reasons for students' failures and suggesting remedial procedures
4 Stimulating students to maximum efforts

5 Providing occupational information and stimulating students to seek further information

6 Assisting students in making choices of educational institutions for further training

7. Assisting students to find means for financing postschool education through work and scholarships

8 Advising students concerning vocational placement and techniques of securing employment

9 Analyzing and assisting students to analyze their adjustment problems and suggesting remedial procedures

10 Assisting students to improve their personal appearance

11 Arranging for correction of physical defects

Among some administrators and teachers a feeling has developed that a highly specialized counseling system has not adequately filled the needs of the majority of students It has been their experience that pupils do not come voluntarily and do not willingly discuss problems of real concern to them The counseling which has been done by the average counselor has often been undertaken under pressure, and the "permissive" atmosphere imperative to effective counseling has been disregarded Such counseling has been too far removed from the center of activity in the classroom It has, therefore, been less valuable than it might have been had this same counselor been in close touch with students in classroom situations

Individual counseling is probably the heart of a guidance program Personal interviews, on a permissive basis, should be available to any and all pupils of the school Counseling should include the average pupils and their commonplace problems

The counselor should be a specialist, the one best trained in conducting personal interviews, the one with authority to

make such adjustments in a pupil's program as will contribute most to his school success.

Since qualifications of the counselor constitute the prime requisite of effective guidance, the counselor should be selected with considerable care. Besides having a good background in the psychology of personality, he should be a real confidant, an individual who has a sympathetic understanding of pupils, who will listen attentively, will not moralize, and who will not betray pupil confidence.

SUMMARY

It is believed that guidance services have a responsibility in a school or a school district:

1. To help parents understand their children better so that the first years of the child's life will be happy, constructive, wholesome, and conducive to the establishment of a good mental hygiene foundation. All parents need help and encouragement in this job.
2. To help teachers understand and work in harmony with principles of child growth and development. Even the best teachers need encouragement, and many teachers need help urgently in creating a school environment in which pupils can live and work happily and effectively.
3. To help pupils to understand themselves; to face reality; to see themselves and their problems in better perspective; and to gain control over their own emotions and behavior. No one ever reaches and maintains complete emotional maturity, even in adulthood.
4. To provide counseling services of high caliber.

The allocation of specific responsibilities to certain individuals, and making time available for the achievement of the duties accompanying these responsibilities permit an

administrative framework within which a guidance program can be evolved

Better individual adjustments should be the goal of guidance and all those special services established in a school or school district aimed directly at implementing such personal adjustments become the guidance program, or guidance services There are, of course, overlappings between guidance services and educational services, especially in group guidance and in the core course Guidance services, however, attempt to develop better personal adjustments, while informational outcomes may be considered to be the major responsibility of educational services

In addition to the best efforts of parents, teachers, and core-course teachers some pupils will need individual help from counselors or other specialists Referral of such special cases to appropriate agencies is often necessary It is believed, nevertheless, that ideally these students should receive their assistance within the school wherever possible At school are found the records and the individuals who are best acquainted with the pupil needing help The District Supervisor of Guidance Services should work through the schools in so far as possible in an attempt to bring together the pupil, one or both of his parents, the principal, the counselor or attendance coordinator, or both, and the accumulative records on the pupil This group becomes a Guidance Advisory Council

The core course teachers, home room advisors, and the counselors are key people in the school's guidance program Most core course teachers are also class advisors The advisors make and keep the supplementary or individual inventory record, hold interviews both with pupils and parents, make home visits, give psychological tests under the direction of the counselor, help determine cases requiring addi-

tional help, refer such cases to the counselor or to the school disciplinarian as the need indicates, for further counsel or correction

All individuals who conduct some specific service aimed at enabling pupils to make better personal adjustment perform guidance services Core course teachers, home room advisors, the coordinator, the principal, student council members, certain committees charged with improving pupil morale, and the counselors are guidance workers Some are better trained in certain phases of the program and are known as guidance specialists The counselor, especially, should be a specialist Still other specialists may include the medical staff, the social workers, and a psychiatrist These special individuals carrying on specific assignments to enable pupils to improve their personal adjustments, then, constitute the administrative framework in a school or a school district within which a beneficial guidance program can be achieved Such an organization assembles guidance services and channels them through definite and specific avenues

SUGGESTED PROBLEMS FOR STUDY AND DISCUSSION

1 The best way to improve teaching is to improve teachers One way to improve teachers is for teachers to "grow from "characteristics of poor teaching to "characteristics of good teaching" Following are some examples of good and poor characteristics

    a Characteristics of good teaching and the good teacher
        Is fair, firm, friendly, understanding
        Has high regard for his profession ⌄
        Is free from distracting mannerisms
        Is enthusiastic about his subject
        Loves people and loves life
        Is cooperative, prompt, dependable

Can motivate pupil achievement

Makes school work meaningful and interesting

Likes to teach

Is well groomed

Tries to send all students home happy every night.

Is well aware of the importance of the three A s in personality development   Affection, Achievement, Acceptance

"Earns" respect

Has a good sense of humor

"One you can talk to'

b   Characteristics of poor teaching and the poor teacher

Is moody

Is unpredictable

Is 'easy," "wishy washy," lacks control

Is lazy, expects more of others than he is willing to give himself

Has favorites, pets scapegoats

Is untidy in personal appearance

Dislikes teaching

Motivates through fear

Gets mad" often

Demands' respect

Does not explain things well

Never admits being wrong

Is domineering and bossy

Talks too much

Embarrasses and belittles pupils

Acts superior to pupils

Thinks his assignments are the only important assignments in the school

(1) Add additional characteristics to one or both lists above

(2) Check yourself as objectively as you can against each characteristic listed

c   Work out a *plan for improvement* in which you can move from the area of "poor characteristics" into the area of "good characteristics," if your objective evaluation indicates such a need

(1) Do you think it is true that

a   Tense teachers have tense pupils?

b   If teachers hate to teach they have students who hate to learn?

c   A warm, friendly, helpful relationship between teacher and pupil is the school's greatest need today?

d   The teacher teaches what he is as well as what he knows?

e   The classroom is a reflection of the quality of the teacher?

f   The personality of the teacher is more important in growth and development of students than the subject the teacher teaches?

2   Choose a school with which you are acquainted and rate it according to the directions

Directions   Place a check mark in the column which in your opinion best describes the situation which exists in the school Check in first column, "almost always", in second column, "sometimes", and in third column, "hardly ever"

a   Are student officers elected because they are fit for office rather than because they belong to the gang that runs things?

b   Do students express their opinions in club or home room meetings?

c   When chosen for a student committee, does the representative give unselfishly of his time and energy?

d   Do students refrain from fights and acts of violence after losing an athletic contest?

e   Is the good of the entire school above personal desires, prejudices, or interests?

f   When members of a class disagree, do they do so with courtesy and without losing tempers?

g   Do students serve as discussion leaders in class?
h   Do opportunities exist for leading meetings?
i   Do students have a voice in the Student Council and home room councils?
j   Are opportunities provided in the school for student planning, initiative, resourcefulness?

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2

The Psychological and
Pedagogical Bases for Guidance

GUIDANCE TOWARD EMOTIONAL STABILITY AND
PERSONALITY MATURITY

It is not so much "what you know" or "whom you know" as
it is "how you feel" that makes the real difference between
adjustment and maladjustment. How you feel depends upon
the personality you have developed. It depends upon your
attitudes, appreciations, relative values; and upon the emo-
tional climate in which you live. How you feel depends upon
the degree of emotional maturity you have achieved. Grow-
ing up emotionally is so difficult that most people fail to
reach maturity in all emotional aspects of life.

Each individual has an emotional pattern of his own, and
emotional disturbances arise when others try forcibly to alter
his behavior or impose external pressures. If we desire to
facilitate emotional growth we cannot use force with success;
we must work with children at their maturity level and
progress with them at their own rate. Too much external
pressure usually results in slower growth as well as in dis-
couragement and frustration.

Emotional tensions may be minimized and an inner feeling of well-being may be fostered by discovering an individual's emotional patterns and working harmoniously with them. The degree to which we can do this with young people will determine the nature of the by-products accompanying emotional growth. These by-products may be comfortable inner feelings of security or they may be feelings of fear, anger, or anxiety. Beginning at birth and influenced by the diverse experiences and obstacles he encounters, these feelings are the product of all the child's actions and interactions with his environment.

Accompanying every act of a person's life, then, is an inner feeling or response of satisfaction or discomfort. Each feeling so influences subsequent feelings that a pattern of response is formed which helps determine whether an individual will grow up emotionally mature or emotionally handicapped.

It is as important for teachers as it is for parents to be able to tell whether or not an individual is following a normal pattern of personality growth. A myriad of incipient disturbances occur unnoticed under the eye of teachers untrained in their detection. Many disturbances are increased and aggravated by the mannerisms, demands, or behavior patterns of certain teachers. Education has no place for fussy, domineering, worried, jealous, boastful teachers. Their influence may be deleterious in the lives of their pupils. The future inmates of penal institutions and mental hospitals are now in our classrooms and in our homes. Thousands of these young people are now struggling with problems of failure, fear, suspicion, timidity, daydreaming, and depression. They need sympathetic, understanding, and wise treatment.

The responsibility of guidance services in an educational

program is to facilitate the development of emotional stability and personality maturity If we are to contribute materially and consistently to such personality integration we need to know as much as possible about emerging emotional patterns and establish a definite administrative framework within which certain specific things can be achieved We need to know the basic factors, needs, and dynamics of personality development and then use this information to advantage

PERSONALITY NEEDS

Basic needs of personality development constitute the psychological basis for guidance and may be summarized under the following categories (1) organic needs, (2) ego, integrative, or self needs, (3) social needs

Organic Needs These are the physical needs of an individual and are primarily those things that contribute to a healthy body and physical appearance Factors contributing to a healthy body are usually considered as the necessities of life, including food, clothing shelter exercise, play, work, rest, sunshine A good physical appearance also is an essential organic need in personality development If a person deviates markedly from the norm in his appearance he may develop peculiar behavior patterns If he is to develop a wholesome personality he should have a fair share of those things that contribute to a healthy body and a good appearance

Ego, Integrative, or Self Needs The Austrian psychologist, Dr Alfred Adler, once declared that the most important thing in the life of an individual is a feeling of significance and personal worth Dr Carl G Jung said that more than

anything else a person wants to feel secure, and Dr Sigmund Freud believed that a person's primary need is to love and be loved

An important ego need is a frequent and intense feeling of success A feeling of personal competence results in a sense of responsible self trust, of honesty in self-judgment, of fairness toward others It includes the satisfaction of matching one's powers against a tough job and proving them to be equal Where competence is slight, emotional immaturity, fear, defensiveness, and a failure to accept responsibility are likely accompaniments Unfavorable competition over an extended period undermines that feeling of personal competence so important in personality development

If a person has developed adequate knowledge, skills, attitudes, and habits he can assume responsibility without anxiety He then has adequate psychological adjustment or sound mental health His major ego satisfactions are being realized To the degree that his skills, information, and habits fail to be commensurate with his responsibilities there is a margin of constant threat to his security and pride This often becomes a margin of fear and is the soil in which frustrations, belligerent defensiveness, and dogmatism develop From such soil, also, may develop techniques of concealing inefficiency with expansive promises or uninhibited verbosity

Numerous experiments have been conducted, both with children and animals, in which the subjects have been forced to attempt problems much too difficult to be solved (31) Either environmental conditions have made achievement impossible, or the problems have been so difficult that the subject lacked the information, skill, or ability to solve them Constant failure accompanied such experiences The subject was completely deprived of the gratification of success or personal achievement This experimentation seems to justify

the concept that well-behaved, quiet, well mannered children have become nervous, excited, hostile, and destructive under such treatment, that trying to solve impossible problems disorganizes personalities

Pupils in school, then, who are being forced over a long period of time to attempt problems beyond their ability, or entirely out of their interest range, may develop peculiar behavior patterns and may be in desperate need of guidance If a growing feeling of incompetence and personal failure disorganizes personality every possible effort should be made to create an environment in which an emerging personality experiences success often and intensely

It is natural for humans to place high value on their personal worth Beyond almost anything else a human being craves to be justified in his own eyes, to have the satisfying conviction that he has been essentially right in what he has said or done Modern wars and the gangster and criminal world are replete with examples of the Quislings and criminals who did their best to justify their heinous and vicious acts before their legal punishment These criminals performed their acts not so much, perhaps, to change the course of the law as to relieve themselves of feelings of guilt Everyone seeks respect and public recognition Yet, each individual should learn to accept himself and plan his future according to his own talents and individual limitations This realistic approach to self should enable a person to recognize his status and compensate for, or sublimate, weaknesses in his personality or environment It should also enable him to discover and utilize his own potentialities In satisfying these ego needs it is likewise important for an individual to seek new experiences leading to varied interests and hobbies He must expand or change his traditional thinking and modify personal prejudices feelings of personal worth, of being

wanted, of belonging, of being successful, are all important if these ego satisfactions are to be achieved.

Social Needs.   Social needs are based upon the desire to render service and to get along with others with no thought of material gain. Of the opposing forces preventing the satisfaction of social needs, egotism is perhaps the strongest. Frequently an individual is occupied with fretting, worrying, nagging, underrating normal health—in general, making life miserable both for himself and others. Furthermore, individuals who live in terms of self-interest often compensate by giving material advantages to others. Large charities, for example, are sometimes undertaken by wealthy, self-interest seekers who sense a lack of social satisfaction and crave compensation. These material gifts, however, are not as satisfying to a person lacking social needs as is giving personal service to others. This is exemplified by the egotistical father who is generous in giving his son money when the son's real need is parental time and affection. Effective treatment for such a maladjusted individual may be sought in assistance toward transference from "ego" to "social" needs.

It is important, however, to maintain a balance between self-interests and altruistic behavior. Overemphasis of either may be disintegrative. Parents may give time, money, or energy to civic activities, for instance, while the family is impoverished for those very things. On the other hand, parents who live only in terms of their children fail in a realization of ego needs. Individuals who achieve a balanced realization of the three types of needs—organic, ego, and social—are usually free from nervous disorders and frustrations and attain enough emotional stability to face reality without serious disturbances. Contrariwise, individuals whose longings for affection, understanding, and friends are per-

sistently thwarted may develop frustrations and misbehavior patterns

Misbehavior may be symptomatic of hidden maladjustments caused by lack of satisfaction of desires It represents a behavior in which the individual is finding a method for satisfying needs whether it be gaining sympathy, or compensating for failure to achieve an impossible goal Nobody, of course, ever reaches and maintains perfect personality integration Growing up emotionally is a lifelong ongoing process always in a state of flux, due both to the nature of the individual at any given time, and to the nature of his environment during periods of stress and change No person is completely and adequately adjusted in every way all deviate from the accepted norm in some characteristics, and such deviation is recognized as natural and normal Extreme deviations, however, produce great disturbances in the lives of individuals and cause society considerable concern and expense

Maladjustments create tensions that demand outlets for expression which may result in fine achievements or in serious crimes Many authors, artists, and inventors are compensating for such tensions in an effort to create equilibrium Unfortunately, in searching for these outlets of expression some people develop emotional disturbances of various kinds and degrees of intensity If these disturbances are numerous and if the stress and impact of the environment become too severe, the individual may 'break' under the burden On the other hand, if these extreme strains can be avoided the individual may go through life without unusual mental or emotional difficulty Although excessive strain or tension, generally known as a precipitating cause,' appears to have suddenness of onset, the cause really is an outgrowth of the habits and attitudes of a lifetime

As we observe in our classrooms developing personalities, coming as they do from all kinds of homes and living under all kinds of environmental pressures, we discover that most children are completely adequate emotionally. Some, however, appear to be adequate in a favorable environment but inadequate in hostile circumstances. Still others (this group representing the extreme deviates), seem to require a controlled environment at all times. This group of individuals can be assisted only by the psychiatrist. Fortunately, however, there are some symptoms accompanying types of deviation which, if observed and corrected in an early stage, may change the course of the emotional pattern. In an attempt to assist the guidance worker to identify some of these incipient emotional disturbances the authors have prepared a list of symptoms noted in Figure 1.

Pupil's Name_____Teacher's Name_____School_____

Traits of deviation to look for in Elementary School Children*

Check
Yes or No

_____ 1. He's a noisy child, overexcitable, pugnacious, a bully.
_____ 2. He's a reticent child, always quiet, good, docile; never makes any trouble; shy; solitary; daydreaming.
_____ 3. He's a sleepy child, sleeps on his arm or his desk during classes.
_____ 4. He often misrepresents the truth.
_____ 5. He is sullen.
_____ 6. He is boastful, a braggart, an egocentric.
_____ 7. He often takes things which do not belong to him.
_____ 8. He is a child with obvious neurotic traits:
_____ biting finger nails.
_____ grimacing-distortion of the countenance.

* W. Myra Free, Coordinator of Guidance, Board of Education, Granite School District, Salt Lake City, Utah, 1951.

          _____mouth activity.

          _____eye twitching.

          _____excretory activity-often spitting, for
                example.

(check   _____crying.

which)   _____giggling.

          _____sniffing.

          _____throat clearing.

          _____fidgeting.

          _____making contortions.

_____ 9. He is moody, variable, now gay, now depressed

_____10. He is cruel and malicious.

_____11. He is cowardly.

_____12. He is suspicious

_____13. He is self-defensive, everybody is picking on
        him, in his estimation

    These traits of deviations represent distress signals
sent out by an emotionally disturbed child   These
patterns of behavior are caused by feelings of uneasiness,
loneliness, or rejection. To change one's behavior it
is necessary to change the way one feels, to change the
way one feels it is necessary to change one's experiences
so that feelings of security, personal worth, and accept-
ance gradually take the place of one's negative feelings

Happy, well-nourished, guilt-free children do not indulge
in neurotic mechanisms or in delinquent behavior   They
are simply not motivated to do so.

Figure 1

If three or more teachers check the same trait for a given
pupil, that trait should be observed over a period of a few
months If it continues, the pupil should be reported for care
to the principal, counselor, nurse, doctor, or psychiatrist No
reference should be made to the youngster about the disturb-
ance, but everything possible should be done to strengthen
the deficiencies in his personality Some pupils exhibit ner-
vousness under the stress of novelty and adjust well as they
become acquainted with the school Following an illness a

child may temporarily exhibit some symptoms which disappear with sufficient rest and proper diet.

AN EMOTIONALLY MATURE INDIVIDUAL

An emotionally mature individual, a well integrated personality, has a variety of different interests—he can absorb himself in work, in thought, in recreation, in loyalty to others He can look at himself objectively He can see his goals in relation to his potentialities and his present objectives in relation to future objectives He has a philosophy of life in which he can find his relationship to other individuals and to society He can manage his emotions of love, fear, hate, and pleasure for his own benefit as well as in service to others He can face life honestly and realistically

We are not born with fixed personalities but rather with innate abilities and tendencies which have the capacity of being changed into the traits, attitudes, feelings, and behavior patterns that comprise personality Developing certain personality traits and characteristics may, in part, be determined by each individual He has to decide, although the decision is seldom deliberate, what kind of a person he is to be, what qualities in himself he wants to improve, and how he may improve them A guidance program in a school can provide encouragement through an environment in which the individual works toward his goal or in which some of the conflicts and anxieties in his life can be minimized and in which he can be helped to face realities and responsibilities

Misbehavior may be symptomatic of troubles he may be experiencing or of hidden maladjustments and unrealized needs It is a responsibility of guidance workers in a school to recognize these needs or maladjustments and make plans to remove them Scolding, punishing, or ridiculing usually

aggravates, rather than alleviates, the trouble Punishing or scolding may stigmatize a child as a 'bad boy' or a problem child and thus increase the tendency to misbehave Discipline must be achieved by the individual it cannot be imposed Too often our behavior is determined by the proximity of force or authority The real test of effective discipline is that which happens in the absence of an authority to impose the discipline What is thought to be discipline may be stark fear, and in the case of a child, he may abandon all self control once the fear is removed Intelligent self discipline should be one of the major goals of an educated person In rare instances punishment may offer the correct answer to certain behavior Before punishment is inflicted, however, we should determine the type of treatment to which the individual has been accustomed Punishment may aggravate the problem, rather than contribute to its solution Punishment should never be retaliation or an angry response

Creating an environment in which pupils can make better personal adjustments then is a significant goal of a guidance program This total environment includes meaningful curriculum acceptable methods and techniques group guidance, and individual counseling Directed by a well trained guidance worker, group guidance services provide a natural environment for the development of wholesome and well integrated personalities

HOW DOES LEARNING OCCUR?

Probably the primary qualification of a guidance worker is the ability to assist pupils to learn, prerequisite of course, is an understanding of the circumstances under which learning occurs Without such knowledge may result in feelings of defeatism for both counselor and counselee discouragement, and frustration Learning new

social behavior is basically the same as learning a skill in reading, writing, or arithmetic Both types of learning result in the energizing, selecting, or directing of conduct Guidance personnel are concerned with the learning of attitudes and habits associated with personality as well as with academic learnings

In view of the recent progress in the field of learning, along with the developments in biology, anthropology, and educational psychology, some serious objections can be raised to earlier concepts of learning It is appropriate to discuss very briefly at this point a few concepts or theories of learning and conclude with a functional learning concept At the outset let us state that a concept of learning is an evolving one Many problems are still unsolved and today's answers will be modified in terms of future findings and developments

The Tabula Rasa Theory. One early theory of learning is that the mind is like a reservoir to be filled by memorizing, drilling, and repeating facts The mind is like a wax tablet or tabula rasa, upon which impressions are made by constant drill Facts thus memorized will be stored for future use

The authors believe, however, that if facts are not used they soon fade from memory [1] Experiments by Ebbinghaus (9) led him to conclude that most facts once learned cannot be recalled after a few weeks or months Although it is unwise to draw conclusions from the experiments of Ebbinghaus with nonsense syllables, it is not unreasonable to conclude that it is possible that half of the facts gleaned from a lecture may vanish within 60 minutes after the listening period Those

[1] An excellent review of the subjects of retention and forgetting may be found in James Deese The Psychology of Learning, New York, McGraw Hill Book Co 1952, Chaps 9 and 10

facts that are retained are likely to be closely associated with the individual's interests We are more prone to hear what we think the speaker said than what he actually said Personal interpretations often prevent one from hearing the presented facts accurately What remains will be attitudes, new interests, appreciations, understandings, skills, and habits Although modern guidance practice and theory can find little support from this theory of learning, it is the basis for memorizing codes of conduct and reciting allegiances, or for isolating separate school periods of time for character development Memorizing, drilling, and repeating are phases of learning, yet a multiplicity of experiences alone is insufficient, it is meaningful experiences that have significant results

Faculty Psychology Theory. The faculty psychology theory of learning indicates that the mind has many faculties or functions such as reasoning memory, judgment or imagination, and that learning is 'exercising a faculty to improve and strengthen it" These mental faculties may be compared to mental muscles which can be developed through exercises and mental gymnastics just as physical muscles are developed The medium for such training is subject matter which is important only in relationship to the mental function it is to develop For example, mathematics develops reasoning and Latin develops the faculty of discrimination and judgment This is known as mental discipline or formal discipline The concept known as transfer of training is based on the belief that training once received may be transferred to other areas, even unrelated areas

Many educators believe that the concept of transfer of training has been overemphasized and that for most of us transfer occurs only where elements learned in one situation

are identical to the elements needed in another situation Although the writers of this text believe that the theory of transfer of training has been largely repudiated, it is still useful to regard transfer possible when the specific situations to be transferred are learned in a natural setting Citizenship, for example, if learned in school, may result in good citizenship in out-of-school community life

The rejection of the concept of formal discipline has resulted in the enrichment of the curriculum with activities and experiences selected not primarily because they train the mind, but for other reasons, often because of their practical importance in everyday life The rejection of the so called faculty psychology began with the recognition of individual differences, of the importance of education to society, of the desirability of the individual happiness of the pupil, all proposed by Charles W Eliot in 1869

The Conditioning Theory. The experiments of Pavlov and Thorndike provided some scientific support for accepting a stimulus response psychology In this age of heavily traveled thoroughfares we learn to associate crossing the street or continuing down a highway with green or red lights or other traffic signs In other words, we become "conditioned" to react to green or red lights in a particular way Early experiments which support the conditioning theory of learning were performed by the Russian scientist, Pavlov, when he rang a bell just before giving his dogs food (34) After the bell-food situation was repeated several times Pavlov noticed that the dogs secreted saliva whenever the bell was rung and concluded that they had come to associate bell ringing with food getting Each time the bell rang saliva was secreted to prepare the anticipated food for digestion

Pavlov's conclusions have been verified by additional ex-

periments using other situations For instance, a loud disturbing noise is created each time the child starts to play with rabbits He associates rabbits with frightening noises (23) Countless other examples may be recalled as we examine the sources of many of our fears of, or pleasurable responses to, such things as dogs, snakes, or people

Mary was told by her first grade teacher that if she would take an easy book home and read to her mother she would learn to read Arriving home Mary found her mother had become ill and thus could not listen to a reading lesson In two weeks the mother had died, and Mary associated the loss of her mother with reading She learned to fear books and the idea of learning to read A wise counselor later arranged for Mary's neighbor, Mrs Johnson, in whom Mary had confidence and respect, to substitute for the mother Pleasant experiences in reading to Mrs Johnson eliminated the "emotional block" which was preventing Mary from learning Psychologists known as "behaviorists" believe that all behavior, including our likes, dislikes, fears, ambitions, motivations, and attitudes are learned, or acquired by association or "conditioning" Men are apt to buy a certain kind of soap if it is pictured with a beautiful girl and girls who want to resemble the model buy it, too At least that is what the advertisers hope, and they base their convictions on the "conditioning theory of learning"

Mind Is a Function Theory A more modern point of view presents learning as the modification of conduct gaining in sight, seeing new relationships, and reconstructing experience Conduct is not modified as a result of the activity as is exemplified by a moth that flies repeatedly into the flame which burns it Note the capricious nature of the activity in the following anecdote John puts his finger in a

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Mind Is a Function Theory.   A more modern point of view presents learning as the modification of conduct, gaining insight, seeing new relationships, and reconstructing experience. Conduct is not modified as a result of the activity as is exemplified by a moth that flies repeatedly into the flame which burns it. Note the capricious nature of the activity cycle in the following anecdote: John puts his finger in a

flame (activity); he jerks it out and realizes it was burned (reaction), but in a few minutes he puts his finger again into the flame. No reconstruction of experience so as to modify future conduct has taken place.

The degree to which behavior patterns are brought into appropriate relationship with the situation so that problems, tensions, and difficulties are resolved or compromised indicates the extent to which learning occurs. Each new effort rises to a new level of behavior effectiveness if learning accompanies it.

Goals of learning are considered in terms of resolution of tensions or the satisfaction of motives or felt needs. Deficiencies or delays in one's personality development create tensions or problems which stimulate activity to resolve or restore equilibrium. The first step in learning, then, is a felt need, problem, or goal which upsets equilibrium or creates tension. Activity is then begun to recover the equilibrium or resolve the tension. If cognitive elements are present, learning results; if there is no tension or felt need, there will be no activity; and if there is no activity, there will be no learning. Thus, modification in a child's behavior must be in terms of *his* felt needs, not the teacher's or parent's felt needs. It is the school's responsibility to create felt needs, to help students to become aware of necessities or shortcomings so that they will want to do something about them. School work is meaningful and has purpose for the student who sees in it opportunities for satisfying these felt needs. Probably one of an individual's greatest satisfactions lies in feeling himself grow toward significant goals or in resolving tensions and restoring equilibrium.

How Do We Learn? The Gestalt Approach. "Gestalt" is a German word for which "configuration" is an approximate

English translation It means "the whole"—the composite of all the parts A watch, for example, is a whole made up of many springs, wheels, and parts, yet one's first and general interest is in the watch, not in the parts Interest in various parts, elements of the whole, develops as any given part causes trouble or prevents the whole from operating satisfactorily At such a time attention is given to the part in its relationship to and as it affects the whole Begin with the whole rather than with the parts in isolation Relate the parts to the whole as desired or needed

Applied to a learning situation, Gestalt psychology would have us begin with the whole and learn to practice the elements that constitute it as necessary In learning to play football we begin by playing football As we discover a need for kicking, blocking, tackling, passing, or end runs we practice these elements and fit them into the whole where they have meaning We individualize the practice on these elements according to the requirements and interests of those participating Thus, whether it be learning to swim, write a business letter, or conduct parliamentary procedure, we begin with the whole and undertake specialized practice as need arises

The first principle in Gestalt psychology, then, is that an organism reacts as a whole to a situation The total organism includes the kinesthetic, organismic, and intellectual responses, and all are involved in every reaction A second concept of Gestalt psychology is that learning occurs in and through experiences of the learner As the learner works with the new problem he becomes more and more mature until he achieves the end product of learning or maturation known as insight ' We learn by gaining insight The type of reaction at any given time depends upon the degree of maturation of the learner at the moment A teacher may call

what is going on "busy work," or "trial and error," or even "puttering." If, however, this activity leads to a greater maturation and ultimate insight it is important in the learning process. Insight takes place within the individual and is the result of a period of learning in relation to a given problem or situation.

Some individuals gain insight through trial and error, others acquire it through drill, memorizing, reading, contemplation, discussing the problem or concept, writing about it, or attempting to illustrate the concept by a cartoon, a poem, a skit, or a speech. If learning accompanies the process each new effort rises to a new level of behavior effectiveness, or maturation. If it does not, the process is capricious activity or mere busy work. Any given process may be educational for one individual and noneducational or even frustrating for another. Unfortunately, drill, memorizing, trial and error, or reading often fails to result in insight. Music, mathematics, vocabulary study, and tool subjects may never be more than drill exercise for many students. However, if a music student is to become a concert artist or an opera singer, for example, he must rise to a superior level of creativeness, initiative, understanding, and cognition. His learning must enable him to reconstruct experience on higher levels and to modify future conduct.

Gestalt psychology has had a primary appeal to progressive educators because in its language an acceptable educational philosophy may be constructed. The willingness of educators to attribute all the good that is found in modern educational practices to Gestalt psychology is unfortunate because this school of psychology has been weakest in the fields of learning and motivation. "In the formulation of a satisfactory educational philosophy these are social and ethical considerations which go beyond psychology. The democratic ideal,

for example, receives some support from psychology, but only indirectly. Psychology studies can perhaps demonstrate that democratic atmospheres yield the kinds of personalities we like Psychology alone can not assure us that we ought to like that kind of personality, this is a cultural and ethical problem " (18)

Explanation of the Learning Process—Some Conclusions

Learning is a continuous process in which the learner works cooperatively with problems, concepts, and skills so that continued growth, interest, and maturation occur until he realizes such end products of learning as insight, cognition, understanding, adjustment, modified conduct, and personality integration

For the school worker a most significant factor in the learning process is the factor of motivation Because the motives of pupils are rich in variety and subtle in expression they are difficult to understand Whether it be in play, competition, cooperation, withdrawal, or aggression, the behavior of a child has a drive as its basis It follows, therefore, that either for instruction or for guidance toward emotional adjustment motives are of primary concern 'Learning occurs when, in the presence of aroused drives, the child responds discriminatively to environmental clues and is rewarded for so doing " (20)

In a group setting the pupil *learns to satisfy personal-social needs,* some of which were described in the beginning of this chapter The need to participate in group life, to affiliate one's self with other people, can be satisfied by the school environment in which the child may feel he belongs In a group setting the pupil learns how to satisfy the need for approval—a strong motive for learning Then, too, group procedures for personality development may assist

the child to learn how to use socially acceptable channels for aggressive behavior whether it be in athletic contests, dancing, drama, or in debate Group procedures are requisite to the assistance of the boy or girl in learning to accept an appropriate sex role in society

Summary of Principles of Learning. A pedagogical basis of group guidance procedures is found in the principles of learning Whether the pupil learns to modify personal behavior based on attitude and habit or upon more academic learning, the principles of the learning process are the same No all inclusive list of the principles of learning has been compiled Although by no means definitive, the principles as discussed in the foregoing context may be listed as follows

1 The learner becomes emotionally involved in the learning process, and in the procedures of striving to satisfy personal-social needs some degree of adjustment is found The resulting adjustment may be bad (maladjustment) or good (socially acceptable behavior) according to the standards set by the culture, customs, or mores of the group in which the individual finds himself a member

2 Interest is aroused and maintained in the thing to be learned and in the methods being used At the basis of interest is motivation i e, the need to satisfy basic drives of the individual

3 Children differ from one another and learn at different rates All learning activities, therefore, should be arranged to meet these differences

4 The rate and quality of learning vary in relation to feelings of success and achievement in learning These feelings occur in accord with a pupil's level of aspiration If self esteem is threatened the resultant learning may be in the form of defensive and, perhaps, undesirable behavior

5 Learning is related to past experiences and background New learnings should be based upon previous experiences so that the thing to be learned is meaningful

6 The thing to be learned is geared to the learner's maturational level The learner's interest, abilities, special concerns, and appreciations are clues to his readiness to profit by new experiences arranged through curriculum planning

7. Although the senses are prominent in the learning process the *whole* child is involved in his learning Emotions and need satisfaction are always important elements

8 The teacher lends inspiration and enthusiasm and becomes a significant factor in the dynamics of interpersonal and group action during the learning process The child is motivated to learn because of his heredity, his past experiences, and because he is surrounded by the sort of teachers and peers he has in his immediate environment

9 Effective learning is closely related to the teacher's personality, attitude, and working relations with students All learning is energized and directed by social personal relationships whether these be child child relationships parent teacher child relationships, or counselor pupil relationships

10 The pupil learns in accordance with his own goals Too frequently there exists a wide difference between teacher goals and pupil goals The teachers success is determined by ability in getting the child to accept desirable goals Methods of working with pupils not only affect the efficiency with which they learn but also the kind of learning which occurs

In view of such concepts of learning it becomes the responsibility of the school to set the stage, provide the opportunities, and create the environment in which the desired learnings—habits, skills, attitudes, and information—are not just discussed by the teacher, but actually developed by the learner The emphasis is on learning rather than teaching, on pupil activity rather than teacher endeavor

RESPONSIBILITY FOR COMMON LEARNINGS

Various terms have been used to express the increasing emphasis on a common core of information, skills, and attitudes required of all students in our democracy. Core curriculum, common learnings, basic subjects, general education —all refer to this common core of educational experiences.

Alberty (1) believes that the common learnings program is that part of the total educational program considered to be basic for all pupils and that such a program must meet three needs of youth: (1) their need to grow in understanding and in competent performance of their obligations as members of the community, state, and nation; (2) their need to grow in skills, knowledge of social and ethical principles involved in their relations with other people, particularly in family life; and (3) the need to grow in understanding of democratic principles, in their appreciation of the scientific method, and in their acceptance of the values basic to our civilization.

In the secondary and junior high schools a program of common learnings has been gaining momentum recently. The tremendously increased enrollment in secondary schools during the last five decades has produced a problem formerly restricted to elementary schools: i.e., preparing every child for the demands of daily living in a complex democratic civilization. Our growing role in international affairs and our increased responsibilities as citizens of a democracy have underscored and intensified the need for a common core of information, ideals, appreciations, and loyalties. We must depend upon the secondary school to provide the background and opportunities for the acquisition of these concepts.

A system of education based upon "common learnings" is

interested in a common body of growth experiences and attainments, it is nonprofessional, nonvocational and non specialized It aims at substituting life activities and a unified experience for a subject centered curriculum found in the traditional school It is a concerted effort to extend the common training of the elementary school and to help future citizens to develop better tastes, astute opinions, and to become intelligent voters This general education should continue until desired goals are reasonably achieved

CHANGING NEEDS AND CONCEPTS

One important reason for the rise and development of the junior high school may be found in the increasing need of postelementary school pupils for a type of education that will provide training in common ideals, attitudes, information, and appreciations requisite to a well adjusted life Time has shown that the junior high school has become too much of a *junior* high school, with specialized and departmentalized courses It has spent its time exploring subjects instead of exploring individual interests needs, and abilities It, too, has failed to focus on the individual in an evolving society

In spite of these early precedents for general education, or a common learnings program, the secondary school has continued to stress subjects in isolation rather than in relation to life activities and areas of living Many high schools are primarily extensions of the Latin Grammar School

When scientific discoveries and inventions social and economic crises or conditions of world chaos force us to set aside traditional modes of living the schools must provide new situations In this way society may be modified through a process of orderly change and evolution rather than revolution Change is inevitable in a democracy, and education

must change too if it is to make its maximum contribution at each stage of social progress.

NEED FOR INTEREST IN PUPIL-PERSONALITY AS WELL AS PUPIL-KNOWLEDGE

Democracy depends upon an enlightened citizenry. Our schools have been producing too many people who have shockingly little knowledge of the world about them. Although most states have compulsory school attendance laws aimed at raising the level of achievement, the achievement level of a large percentage of high school graduates is represented by the preferences for funny papers, comic books, and the crudest of television programs.

Many of our high schools are still concentrating entirely on finding the best methods to prepare for college! What about the pupils who never expect to enter college? In a program of compulsory education, is it not more appropriate to make it possible for the pupils forced to attend our schools to succeed and be happy in current and postschool life? School standards must of necessity be geared to the capacities and interests of the various students whom we serve. Standards, then, in a secondary school must be as varied as are the capacities of all the children who attend. Schools have spent much more time and energy determining the intelligence quotient of pupils than they have in determining the more important "interest quotient." How exciting to contemplate what would happen if all pupils suddenly became interested in their school work to the extent that they could identify themselves with the end products of their learning activities!

When we consider the extent of pupil maladjustments in the average school, the number of school leavers, and the degree of unhappiness shown by follow-up studies of school

graduates, it seems obvious that high schools need to reevaluate their curricula and methods. Greater attention must now be given to the development of well balanced, robust personalities, and their responsibilities in a rapidly changing world. The authors believe that the accomplishment of this objective can be augmented by group guidance or, in the case of the core curriculum, guidance and instruction.

One of the greatest tasks facing American education is the inculcation of the principles of democracy in our young people. At no time since colonial days has it been so important that all American youth understand and appreciate the advantages and duties of being an American citizen. Such understandings and appreciations are more likely to be developed if rooted in pupil interest in current problems and issues. It is still difficult for many teachers to realize that mere talking aloud in the presence of others is not teaching. Teachers have done a lot of talking to pupils about democracy, about our American heritage, about tariffs, reciprocal trade treaties, labor unions, our electoral college system, foreign relations, and inflation. Unfortunately the civic activities and participation of most pupils following such teaching indicate that it has not all been "learned."

If ideals, appreciations, and information common to all are to be achieved by American youth, the methods of achievement and the environment in which achievement occurs are as important as the subject matter to be learned. More is required than 'subject matter' to produce courageous and intelligent voters, improve reading tastes, or acquire a higher standard of character, culture, and citizenship. In this day of expanding educational costs many school patrons are not too sure that they are getting sufficient value for effort in supporting secondary schools. It is increasingly clear that the quality of service rendered must be reevaluated

in the light of current American mores and modern educational theory Common learnings education as herein defined may be a step in the right direction

There seems to be little disagreement as to the need for or definition of such education The disagreement lies in an attempt to determine the content of common learnings education in actual practice, and in the assumptions underlying practice Some are enthusiastic about such education and believe that it should be rooted in the intellectual tradition expressed through the great books of the Western world, from Homer to the present day They believe the knowledge common to all includes grammar, rhetoric, logic, the discipline of medieval scholars—formal education At the other extreme are those who see such general education in terms of pupils living with their experiences, learning to solve problems by dealing directly with them, not just discussing them To this group, the best education for the future is offered by experience with current problems

Common learnings education in the core course may deal with the need of pupils to grow in understanding and competent performance of their obligations as members of the community, state, and nation, with their need for skills and knowledge of social and ethical principles involved in their relations with other people, including their family life, and their need to grow in understanding of democratic principles, appreciation of the scientific method, and the values basic to our civilization These areas include the common knowledge, ideals, interests, modes of thought, feeling, and action that promote cooperation, social cohesion, and social solidarity essential to American democratic living

SUMMARY

Our theories of learning are causing much controversy

among psychologists who are engaged in experimental research on learning Current theories of learning may be divided into two schools of thought the one that learning is the result of a stimulus-response mechanism which becomes a complicated process to interpret in terms of human behavior, and the other, that learning results as an interaction of the personality and environment in which insight is manifest The insight into certain relationships is difficult to explain in terms of any recognizable stimulus response pattern

Regardless of the correctness of theory we must operate the procedures for group guidance upon certain hypotheses Foremost is the belief that all characteristically human behavior is learned Many neurotic conflicts are taught by parents and teachers and learned by children By means of the group the maladjusted person can, with assistance of a well-trained leader, learn new modes of adjustment (8) [2]

Another hypothesis is that learning does not proceed unless it be based upon some human need In common vernacular this is explained in terms of incentives and interests In the foregoing chapter it was pointed out that interest and incentive could be ascertained through the discovery of common learnings needed for successful social living Procedures in group guidance involve the home and the entire school staff in planning and carrying out activities based on motive and interest The total personality of the pupil, emotionally as well as intellectually, is involved in the learning process

Another hypothesis is that the individual will learn more efficiently if he understands himself As noted by Kubie (25), every pupil has the right to know his own feelings and thoughts and impulses and to be consciously aware of them

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[2] The explanations of Dollard and Miller although complicated in theory are most valuable for the specialist seriously interested in the application of learning theory to personality adjustment

In addition to individual study of self a group study of problems should be beneficial.

Finally, the individual must learn to understand his responsibility in the group and to acquire competency in adjusting to home, community, and national life This involves learning to get along with other people, learning to understand and live according to certain democratic principles, and learning to appreciate the scientific method of approaching and solving individual and group problems

SUGGESTED PROBLEMS FOR STUDY AND DISCUSSION

1 Why must the teacher-counselor have a background of such psychological factors of personality development as motivation, the emotions, and learning?

2. What are the implications of guidance to the emotions of fear, anger, and pleasure?

3 What has the biological analysis of human action to do with guidance?

4. Explain the biological basis of a frustration

5 Is there such a thing as a maladjusted group of children? If there is, how does the group differ from a normal group?

6 What is the meaning of "social climate" in the classroom? Has this anything to do with the social maturity of the group?

7 How do the objectives of guidance coincide with the objectives of school instruction?

8 Why have not the experiences of youth been made more often the curriculum content?

9 Why have not records, testing, and counseling been more effective in the curriculum program? How can these things be integrated?

10 Which of the following statements best describes the relationship or interaction between in school and out-of school life?

    a   Learning in school may be modified by experience away from school

    b   Classroom learning may be reinforced by experiences away from school

    c   Out-of school experiences may interfere with the effects of learning in school

    d   Any of the foregoing may occur

11   With which of the following statements do you most strongly agree?

    a   Children by nature will meet their own needs as they see them

    b   If permissiveness prevails pupils will devote their chief attention to preparing for adult life

    c   The chief purpose of guidance is to prepare learning situations where children will learn certain kinds of behavior and learn to avoid other kinds of behavior

12   Which school of psychological thought emphasizes the role of insight in learning?

    a   Gestalt

    b   Stimulus response

    c   Conditioning

13   The idea that democracy must be learned in democratic situations would find greatest support in which of the following theories?

    a   Stimulus response

    b   Conditioning

    c   Field theories

14   The contributions of the field theorists to school instruction are

    a   An emphasis upon the importance of rewards and punishments

b Recommendation that rewards and punishments be elim
   inated.

c. An emphasis upon the situation as a whole

15 With which of the following statements do you agree and
    disagree?

   a. A democratic classroom permits children to select their
       own experiences

   b   A democratic teacher controls the classroom environment
       so children feel safe from the hazards of humiliation.

   c   In a democratic classroom children will not experience
       failure or frustration

   d   A democratic teacher does not wish to protect children
       from the frustrations of life

16 Guidance experts who subscribe to the dynamic approach to
    human behavior would agree that

   a Pupils learn by exercising their minds

   b Pupils learn by reward and punishment.

   c Pupils learn by associating one thing with another

   d. Pupils learn what society demands of them.

   e Pupils learn as whole organisms

17 How does the following statement apply to guidance? "What
    is a reward for one person may actually be a punishment for
    another."

18 Are developmental tasks different in one community from in
    another? Explain.

19 What are the developmental tasks of a 15-year-old?

20 Why must a counselor understand the theory of "develop-
    mental tasks"?

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3

Adjusting Curriculum Organization to Group Guidance

GROUPING PUPILS IN THE SCHOOL AND CLASSROOM

The problems of curriculum planning, organization, and classification of children, and the selection of school activities all invite difficulties in choosing topics for discussion in group guidance Procedures for group guidance are either identical with or highly similar to those employed as curricular and instructional functions In terms of personnel, time, facilities, and functions to be served in a specific instance, however, guidance receives different emphases There are occasions when the classroom teacher serves as the principal functionary and other occasions when the professional counselor must accept that responsibility Grouping pupils in the school and in the classroom definitely affects the guidance as well as the instructional program

In this chapter no distinction is indicated between grouping for guidance and grouping for instruction The making of choices which deal with emotional, vocational, and social adjustment may and should be integrated with instruction

The acquisition of knowledge and subject matter is meaningless unless such acquisition becomes part of the personality. Guidance through groups can be provided by both the teacher and the professional counselor, each employing the procedures best suited to his area of operation. A comprehensive objective of both teacher and counselor is the development in understanding and practice of the behaviors required for effective citizenship. Group procedures for guidance contribute to the pupils' personal and social development irrespective of instruction in subject matter.

THE CHALLENGE OF INDIVIDUAL DIFFERENCES

A cherished ideal of democratic government is the respect for the value of the individual. While the welfare of the group is of prime importance, the group must consider the development of each individual as necessary to promote the highest achievement in group living.

Although teaching or guidance would be so much easier if individuals were alike, diversity offers strength and stability not only to the classroom but to society as a whole. Certainly the individuality should be preserved and encouraged. Differences among men have always been the concern of the scholar. During the last twenty years interest in individual differences, which began with the work of Galton and Cattell, has grown until it can be designated as a field of psychology in its own right. Throughout the ages man has entertained various theories, beliefs, or superstitions regarding the causes of such differences and out of such theories has evolved one general conclusion: i.e., the causes of differences do not rest upon hereditary bases alone. Nutrition, endocrine balance, habit, culture, and social experiences are influential. Differences are the result of constitutional, psychological, and cultural backgrounds.

The dilemma of individual differences for modern education is most vividly illustrated by the average fourth grade class In the traditional fourth grade the teacher is confronted with children whose chronological ages may range from 7 to 11 From a mental age standard a teacher may have one child who is definitely mentally retarded, two children whose intelligence can be classified as "borderline" and four or five children who are "dull' or slow learners These children cause him special concern because from such groups usually come the delinquent, socially maladjusted, and the emotionally disturbed people of our society Because he understands children and has faith in human nature the modern teacher believes that if he can help youngsters acquire certain skills and make proper choices they can become useful members of society

The problem becomes more complex, however, when the four or five bright children, the two very bright, and the one actually gifted child must be given equal consideration The teacher knows that with effective instruction and guidance these children will become the leaders of their time As he examines his course of study and textbooks he finds they are prepared for the fourteen or fifteen average children of his class who are able to cope successfully with the developmental tasks of 9 and 10 year olds From previous experience he knows that the one group can never do the work or read the books planned for 9 year olds On the other hand, despite attempts to 'enrich' the school's program, the work and textbooks do not challenge the intellect and interest of this brighter group of youngsters

To further the complexity of the dilemma, several children have a slight speech defect, one is seriously defective in speech two or three of the children have serious and recurrent health problems, one child has a serious hearing loss and

four of them are emotionally disturbed. One child comes from an economically handicapped home, four children are living in broken homes or homes where parents are ill or alcoholic. Here is the dilemma of individual differences—a challenge to every school teacher and guidance worker.

ADMINISTRATIVE PROCEDURES FOR GROUPING PUPILS

The Grading System. With few exceptions children in American schools are grouped according to chronological age and designated by grade. The practice has been continued under the assumption that all children can learn the same things at the same chronological age if they try hard enough. Inaugurated by such educators as Horace Mann and Henry Barnard, graded schools have existed in the United States for well over a hundred years. Starting to school in grade one at the age of 6, the child is expected to master the contents of the first grade reader, speller, and number book before being promoted to the second grade. Failure to learn signifies lack of effort and may be punished by forced repetition of the year's program. With a promotion at the end of each year children receive a diploma from the eighth grade and are permitted to enter high school.

The universal promotion system was challenged by controlled experimentation. In one city half the children who had failing marks at the end of certain grades were promoted in spite of their apparent failure; the other half repeated the grade. At the end of the year tests administered to both halves showed that the ones promoted learned more than did the repeaters. In other words, pupils who repeat grades do little if any better the year they repeat a grade than they do the first year therein (13).

In some schools the traditional annual promotion has been replaced with semiannual, quarterly, subject, and special

promotions. Other schools have attempted to increase repetition and drill for slow pupils and to enrich or supplement assignments to bright pupils. Regular teachers have been provided with an assistant, opportunity rooms with special teachers have been organized, remedial teachers have been employed, and vocational classes or schools have been provided for the retarded.

Homogeneous Grouping. The effort to meet individual differences is demonstrated by what school administrators have termed homogeneous grouping, i.e., placing all pupils who are alike in one group.[1] When children are admitted to the first grade at 6 it is assumed that upon normal promotion they will be grouped homogeneously throughout their school career. Some schools have been unwilling to accept this assumption and by means of intelligence testing have separated students into classes of X, Y or Z groups, supposedly representing three levels of mental ability. The "slow learners" were given more audiovisual materials, excursions, handwork, repetition, and drill; the "fast learners" were assigned more outside reading, additional problems, and more advanced textbooks; and the average groups were offered the regular curriculum program.

When mental age alone is used for grouping we find that children with high mental ages are often physically, emotionally, and socially much less mature than the slower-developing children of the same mental age who are several years older chronologically. Conversely, the 12-year-old child with a mental age of 9 may be too mature physically to be comfortable in a group of bright 7- or 8-year-old children.

[1] In 1947–1948, 53 percent of 1598 city school systems were using ability grouping in some form in one or more schools. See National Education Association, Research Division, "Trends in City School Organization, 1938 to 1948," *Research Bulletin* (February, 1949), 27:4–39.

Then, too, mental age represents a composite of several differing functions For example, let us use a hypothetical case of two children of the same age who have taken the Stanford Binet test Using the vocabulary test for illustration, a certain number of right definitions gives one child a score of 8 years and the other child a score of 12 years In another illustrative item, the Ball and Field test, the child scoring 12 years old on the vocabulary test now indicates an incorrect path to be followed in finding a lost ball in the field She does, however, indicate that she grasps the idea On this item she is given a score of 8 years On the other hand, the boy receiving an 8-year-old score on vocabulary now presents a more efficient plan for covering the field by suggesting a close spiral or concentric circle He is given a 12 year-old score The one pupil (a girl) passes the vocabulary test at the 12-year-old level, and the other pupil (boy) passes it at the 8 year level On the Ball and Field test, on the other hand, the boy passes at the 12 year old level and the girl at the 8-year-old level The average score of both pupils is at the 10-year-old level Any child has a span of about four years between the basal age—the level on which he passes every test item—and the maximum level on which he passes one test item Intermediate test items differ from child to child with the same age and intelligence quotient (35)

Experiments in homogeneous grouping have generally resulted in evidence disfavoring the practice

1 Achievement tests given at the end of the year in any subject show almost as wide a range as before the grouping and an overlap between "ability groups" that is much greater than the differences in their median achievement (13)

2. A school using the system of nonpromotion of retarded pupils retains children from one to five years longer, causing a consequent excess of retarded pupils in all classes and, accord

ingly, an increase in the range of achievement, especially in the upper grades (3)

3   When twenty five pupils are supposedly homogeneously grouped for IQ, MA, and CA, average variations of 3 to 5 or more years are present (33)

4   Chronological age, mental age, any other age, e g, reading age, arithmetical age, educational age, are only loosely correlated Homogeneous grouping will reduce heterogeneity only about 20 percent because trait differences for each individual may vary as much as 80 percent between individuals in the class (1).

Placing pupils together by some administrative device fails to weld a really cohesive group out of a collection of individuals The teacher or guide should provide such necessary orientation and exploration as will permit the group members to find common fundamental interests Counseling executed through interviews will always be the core of the guidance program, but group procedures in guidance will be an essential, complementary aspect of a sound guidance plan Neither individual nor group guidance can fully take the place of the other, but each will implement the other and render it more effective Because of the individual nature of every pupil, homogeneous grouping is an impossibility even when made on the basis of an expertly administered intelligence test For guidance purposes other methods of grouping such as interest patterns as cited above or adjusting curriculum patterns to individual needs will be much more satisfactory

ADJUSTING CURRICULUM PATTERNS TO INDIVIDUAL NEEDS

Years before achievement and intelligence tests emphasized differences in school children, teachers began to experiment with curriculum patterns to meet the problem As early

as 1889 Pueblo, Colorado, provided for small classes and small groups within classes. For example, a class of forty pupils could be divided into five groups progressing at five different rates of speed. Pupils were permitted to pass from one group to another as their progress or lack of progress indicated it to be desirable. Theoretically, this plan made provision for the slow, the average, and the gifted pupil. Modifications of this plan are current today in both elementary and secondary schools.

A well-known illustration of multiple-track organization is that of the Cambridge plan providing for two parallel courses of instruction, one a basal eight years of elementary school in six years. A three-track plan would advance all normal pupils evenly during the first six years, and then, by a differentiation of courses and promotion by subjects after the sixth year a pupil may advance as rapidly as he is able. Two contemporary attempts to modify these plans follow:

Example No. One (9). The multiple-level reading program permits any pupil to join any group or groups he chooses. It is explained to the pupil that everyone has specific reading needs. If a group is dealing with work too difficult for any member that person may join a group reading at a lower level. If one group is working on a specific reading skill, such as vocabulary development or some aspect of comprehension, any child who feels he can profit by the work is free to join them. In this manner the groups are flexible. Frequently a pupil chooses to work in two or more groups to satisfy his needs. Detailed variations of this method are presented as follows:

> Plans were made to experiment with a multiple-level instructional plan. . . . several interest centers were set up in the room. Peg boards, colored pegs, colored beads and strings, puzzles, clay,

and drawing paper were provided A library corner was set apart, with two portable screens, two tables, four chairs, two daven ports, two bookcases, and a floor lamp Attractive books were placed on the table and in the bookcases A doll, a doll buggy, and play dishes were put in a playhouse in this corner

Three reading classes were started one which provided readi ness work preparatory to beginning reading, a second in which more advanced readiness work was done, and a third in which formal reading instruction was given During a pupil teacher planning period, the children were told they might come to any or all of the reading groups, stay as long as they wanted and leave when they were ready, provided that they found a useful occupa tion elsewhere in the room

Once a week, on a day chosen at random, each child was given an opportunity to tell a story he had read or to read the story written on the blackboard during the course of a 'sweepcheck' vocabulary test The story on the blackboard contained all the new words introduced during the week The checkup was not compulsory, but, after fourteen weeks of school, the pupils who had not wanted to look at a book in September were asking their turns to read or to tell about what they had read

Example No. Two (14). Theoretically each pupil is as signed to a homogeneous group for the acquisition of learn ing, but joins his own chronological age group for the community life of the school Such a plan requires slow and thorough orientation with parents and pupils

First, achievement levels in reading and arithmetic are ascertained through standardized tests Science and the social studies are then geared to the same levels Students are taught how to make simple graphs and to follow their own progress A pupil who does not know fractions can learn them with a group of pupils working at the same skills, and at the end of the year he is given a certificate describing what he has accomplished

In the Julia Ward Howe Junior High School in New York City the curriculum is organized on a six-track pattern

1 The lowest group receives instruction under the Bureau for Children with Retarded Mental Development IQ's range from 55 to 75 and reading is retarded at least two years Class size is limited to twenty two

2 The second group ranges in IQ from 75 to 85 with reading retarded at least two years as indicated by a group test These pupils are emotionally unfit to work in a normal group

3 The third group is rather loosely organized IQ's range from 76 to 89 and reading retardation is at least two years The pupils in this group have greater emotional stability than those in group two, described above

4 All pupils whose ability is normal or slightly above are assigned to a Regular Track in which half a class period is used to correct reading disabilities and the other half to correct arithmetic disabilities In group four are pupils whose reading and arithmetic are deficient by one or more years The Intelligence Quotients of pupils are within the normal range

5 Group five contains pupils whose IQ's are normal or higher and whose achievement scores in reading and arithmetic are also normal or higher

6 Pupils whose IQ's are above normal are placed in group six and given an enriched curriculum The maximum class size of this group is thirty five

The Dalton and Winnetka Plans. Two classical examples of school programs designed to meet individual needs are the Dalton and Winnetka plans First introduced into a public school system in the high school of Dalton, Massachusetts, in 1919 the Dalton plan uses the regular curriculum materials and textbooks but permits the pupil to work in his own way [2]

[2] The Dalton Plan originated with Miss Helen Parkhurst in 1911 and The Winnetka system with Carleton W Washburne in 1913 at San Francisco Teachers College Later the Winnetka system was worked out at Winnetka, Illinois by Washburne in 1919

Subjects are divided into as many units as there are months in the school year with each unit further divided into twenty units corresponding with the school days in a month Worksheets are provided for each subunit with directions on what is to be done and how to proceed Each day begins with a short organization period of from 15 to 30 minutes, followed by a laboratory period of from two to three hours The day is ended with a thirty- to forty-minute conference period A pupil may complete all his work either subject by subject or day by day All units for the month must be completed at the month's end His progress is measured and recorded on a "job card"

The Winnetka system divides the curriculum into two parts with one part dealing with commonly needed information and skills and the other part providing for group activities and self-expression Each day is divided into four parts and half of both morning and afternoon is given to each phase of the instruction All grade lines are erased and the knowledge and skills are acquired under individual instruction A pupil can pass to more advanced work only after 100 percent perfection is reached The common element between the phases of the Dalton plan and the work in Winnetka is the provision for individual progression

INTERESTS AND NEEDS AS GUIDES

The solutions for meeting individual differences discussed thus far have been unsatisfactory to those educators who are unwilling to divorce the mechanics of learning from motivating social experience Children differ widely in their rate of maturing, to be sure, but education is the result of total living and cannot be accomplished by segregating children into so called homogeneous groups for instruction of skills and for social development Kilpatrick has long been recognized as

the leading proponent of that professional group which believes the Winnetka plan neglected the holistic aspect of learning Instead, this group indicated that individual differences can best be served by the project method which emphasizes "centers of interest" or "activities" Unfortunately, the project method has been developed in some schools into an autocratic procedure of adapting old courses of study to general topics required of all, e g , in one grade arithmetic problems must deal with fish, reading must be about fish, spelling words must be related to fish, history must deal with the history of fish, and geography must be a study of countries whose main livelihood depends upon fish (35) Instruction by this kind of project procedure was still directed toward the average pupil, who, in fact, exists in statistical form only

Most teachers now recognize that there is no such thing as homogeneous grouping Each child's rate of maturation differs in various functions Yet this does not mean that children cannot be effectively grouped, it means that there is probably no one basis for forming children into groups which will apply to enough of their school work and activities to make this basis of grouping an acceptable one

The most effective way to provide for individual children, then, is through day-to day classroom planning around common interests and needs, rather than by mechanical administrative grouping This will allow for the difference within each child as well as that between children The skillful teacher attempts to create a stimulating physical and social classroom environment rich in wholesome challenges to social living and learning Above all, the good teacher aims at making the classroom a genuine laboratory for democratic living

If fixed or rigid grouping will not promote the best inter-

ests of children and the school system, an alternative prac-
tice is to group children into subgroups within the classroom
This has long been the common practice for the instruction
of reading in the elementary schools Grouping of children
must, however, be as flexible as possible so pupils can par-
ticipate in a number of different groups during the school
day A child may work in one reading group and then shift
to work with a partner Later in the day he may work with
a different group in preparing a report

Six types of grouping illustrate the principle of flexibil-
ity (24)

1   Interest grouping Children who are interested in a particular
    topic in science such as "butterflies will pool the information
    they have gathered from reading different science books and
    other materials
2   Grouping to meet special needs Certain children from other
    reading groups may be assembled to form a special group for
    learning a particular technique they need such as help with
    vowel sounds in the phonetic analysis of words
3   *Team grouping* Two children work together as a team on a
    specific problem common to both
4   Grouping for direct instruction A group is formed for direct
    instruction by the teacher or sometimes by a more advanced
    child who needs help from the teacher in planning what he
    will do with the small group which he is to lead
5   Research grouping Two or three pupils may work together
    on a particular topic to prepare a report for the class
6   Full class grouping Some activities can best be presented to
    the entire class e g, the dictionary, choral reading, drama-
    tization listening to a recording

Successful grouping within the classroom requires a large
variety and range of instructional materials, both in terms of
difficulty and ideas or content Regardless of difficulty and

content, basic books need to be supplemented by audiovisual materials, by selections rewritten by the teacher, by current periodical materials, and by materials written by pupils.

Grouping devices alone will not solve the problem of individual differences; the task of teaching still remains to be completed. Flexibility in assignments, responsibilities, and standards of work, making children ready for new tasks—these must all be determined by an evaluation of the child's needs and capacity. It may be dangerous, for example, to add home assignments to the total work of a slow student when he needs individual tutoring from the teacher.

Examples of Grouping for Instruction in the Classroom. To illustrate how children have been grouped to follow different "curriculum tracks," examples have been cited in preceding pages. The assumption, however, underlying a "track pattern" is that the curriculum is somewhat rigid and each child proceeds toward ultimate fixed goals along different tracks at various speeds.

Example No. 1 (23)

Tests administered to a ninth grade English class showed a reading ability range of grade three to grade thirteen with a mean of eight. The average retardation was one and one-half years. The average intelligence quotient was 103. After an explanation of the naturalness of individual differences each student received a folder containing an interesting story with its comprehension check in which he could read with 80 to 90 percent understanding whether his ability was third, eighth, or tenth grade. In subsequent periods when his Daily Progress Chart showed consistent performances on similar stories, the pupil advanced to the next level.

During each period the pupil found fifteen or twenty min-

utes to indulge in free reading from a group of guidance materials [3] The teacher distributed such folders as 'Classroom Manners," 'Home Manners," and ' Boy Girl Relationships " Students added to these with clippings brought from home Possible reasons for vocabulary deficiency were discussed in class Out of the discussion was developed a personal notebook for words encountered during literature study, or simply a word the student might hear and want for his own Each was put on a single page Magazine pictures or original sketches were used to illustrate its meanings Underneath, the word was syllabicated and the dictionary definition given Then came a sentence in the child s own words Part of this constituted homework, part classwork The entire activity developed into an English reading guid ance classroom laboratory in which mental hygiene emerged naturally and logically The motivations of literary characters were compared to pupils' motivations The frustration encountered in learning to read better, in boy girl relationships, in home problems, and in personal problems were seen in a problem solving context To synthesize their findings and bring some of the abstract concepts of adjustment to more concrete form, the pupils created a series of friezelike posters

Example No 2 (39)

The teacher of speech fundamentals has an excellent opportunity to assist a pupil to grow to the limit of his own capacity First, the focus of attention should be on some common objective, for example, gaining self confidence Second, the teacher should establish in the classroom an atmosphere of friendliness and mutual confidence and awareness

[3] The junior and senior series of *Life Adjustment Booklets* Chicago Science Research Associates (These formed the bulk of this reading)

of each pupil's responsibility to the others. A class discussion of what constitutes constructive criticism is in order, and the class determines its own pattern of helpful criticism.

The speech history questionnaire is requisite to understanding the pupil because anything that affects the welfare of the person affects his whole speech. Included in this history should be: the language background of the family (nationality and provincial influences); speech training and experiences undergone by parents and associates; development of speech through infancy and childhood; background and experience significant to poise, emotional control, and adjustment to social situations; speech training and experiences during the entire school life; present attitudes and traits that may have a relation to speech behavior; and other special data of importance. The IQ, reading comprehension, interest inventory, and personality inventory can be obtained from the cumulative record.

Early in the course each pupil should make a disc recording of his voice; at the end of the course another recording should be made for evaluation purposes. A detailed account of providing for individual differences follows: Discuss voice qualities to make pupils aware of such faults as high pitch, rapid rate, too loud or too soft voice, thinness, breathiness, hollowness, and articulation. Each pupil listens to a recording of his own voice and notes the best and weakest point. The class, the teacher, and the pupil compare reactions and decide together one or possibly two things at which the pupil may work to improve his voice. The teacher then recommends specific exercises for him to practice. Use of interpretative readings of poetry or prose selections according to individual differences is helpful. The very slow learner has satisfied the minimum requirement if he simply communicates the meaning. Pupils with more ability are expected to

establish character, suggest mood, and reveal the attitude of the speaker. The pupil must not be humiliated or be made to feel inferior to other pupils. The work must be geared to the level at which the pupil can successfully perform and the work must be related directly to interests and goals.

Example No. 3 (15)

In Detroit, Michigan, a program of guidance and counseling was incorporated which cut across all subject-matter lines. The fundamental problem of adjustment to any particular subject was approached by developing a testing program for the purpose of evaluating a student's potential and expressed needs. The formulation of basic assumptions and plans for procedures were undertaken by a large committee of teachers, principals, and curriculum directors. The point of view of this committee concerning the guidance and counseling program is summarized as follows:

1. The major purpose of all educational measurement is to validate judgment on mental ability, achievement, personality, and interest. Test results should be considered with other pertinent data concerning health, aspirations, extracurricular activities and interests, environment, and special abilities and disabilities.
2. A comprehensive cumulative student record must be started at an early elementary level and continued through the twelfth grade. This record should be in the hands of the teacher.
3. In order that instruction and guidance may be best adapted to individual requirements, the first responsibility of a teacher is to become intimately and reliably acquainted with each student. The principle of individual differences must become an integral part of the program.
4. The development of a student should be guided on the basis of his potential and his previous growth. It is necessary, there-

fore, that a measure of the student's abilities, readiness levels, and progress must be recorded at periodic intervals

5 A counseling and testing program cannot be decreed by administration without understanding or participation on the part of all teachers and counselors The responsibility should be shared by teachers and counselors alike, each performing his function to meet the individual needs of the student.

The testing plan in this program called for the administering of tests to all fifth, seventh, and ninth grades during the second week of each semester The test data were recorded on the student's information record

When the programming was applied to the specific subject area of mathematics it was recommended that the high schools fully utilize the cumulative test data secured in the elementary schools for programming 9B mathematics students The general procedures employed can best be described by outlining the two characteristic methods

Method One required that the student's test data be evaluated in the last semester of the 8A grade A student was programmed for algebra if he fell above the thirty-fifth percentile on the *Detroit Algebra Aptitude Test*, obtained C or above on the *Detroit General Aptitude Test*, and achieved a grade equivalent of eight or better on the standardized arithmetic and reading tests Students not registered for algebra were registered for general mathematics

Method Two consolidated the student's test data prior to programming An index number was computed for each student and used as a reference point for guidance Weights were assigned to the intelligence letter ratings derived from the intelligence part of the *Detroit General Intelligence Test* The scores from the reading and the arithmetic test were converted to grade equivalents and weights were assigned to these levels In a like manner, the percentile derived from

the algebra aptitude score was given an index number. After the average weight for the reading, arithmetic, and the algebra tests was added to the weight of the Intelligence Test, the sum was divided by two to obtain the index number. On the basis of the index number the student was classified as 9B algebra or general mathematics. The advantages of this system for guidance and instructional purposes were noted as:

1. Information about each student enabled the teacher to adjust instruction in terms of the level of ability for the groups

2. The range of abilities was much smaller than it would be under a system of classification in which no attempt at ability grouping is made

3. Consideration was given to both the potential college and the noncollege student

4. When a student's subsequent achievement changed, reassignments often occurred. For example, a student placed in general mathematics could transfer to algebra later if his record of achievement indicated that he could profit by the change

5. Test data were made available to both the student and his parents. Wishes of parents were considered regardless of scores

6. With borderline cases where data are not conclusive as to whether a student would or would not succeed in first-year algebra, personal wishes received first consideration. However, if a student lacked prerequisites, aptitudes, and preparation he was given skillful counseling to avoid future frustrations

GROUPING PROCEDURES FOR EXCEPTIONAL CHILDREN

The Gifted Child. Many variable factors contribute to a definition of the gifted child. He may possess a high level of general intelligence as measured by traditional tests or he may have special abilities which are not necessarily asso-

ciated with a high intelligence quotient. In contemporary schools children with gifts in such areas as music, art, dancing, public speaking, and leadership generally have excellent opportunities. On the other hand, children with academic or intellectual potential are generally neglected.

Identification of the gifted should be the result of the judgment of teachers and intelligence test scores. Teachers, for example, may be asked to submit lists of those pupils whom they consider to be very superior in academic ability. These should then be given individual intelligence tests by the school psychologist. It will be found that the intellectually gifted child thinks differently from other children in that he displays more intellectual curiosity, develops concepts more rapidly, and displays more agility with symbols and other abstractions. The usual classroom work does not satisfy him and he becomes impatient and intolerant of the less capable and immature.

Grouping gifted children together for instruction is not the answer to challenging these individuals. Although acceleration has been tried frequently, this method, too, was unsatisfactory because of the inevitable physical and social maladjustments. Acceleration succeeds only when the child is physically mature, shows good personal-social development, and is superior in subject achievement.

Acclaimed most widely as the ideal plan for gifted pupils is the enriched curriculum. Enrichment does not mean more of the same nor does it necessarily mean adding to regular activities. Basic to curriculum enrichment is a sufficient variety of books and reference materials in which gifted pupils can do independent reading research. Enrichment may take the form of: (1) modifying the program of studies to include more challenging subjects and more opportunity for creative work, (2) planning of class projects that con-

tribute to class, school, and community, (3) stimulating independent work in science, art, music or writing (4) participation on committees, (5) community study Note the specific examples suggested below which are already in operation in one city (6)

1 Special literature classes for select sixth grade pupils who meet regularly with the school librarian to discuss books and share their reading   This is also undertaken by large groups in senior high schools on a noncredit after school basis All the senior high schools have special mathematics and science teams which meet outside class time

2 In one junior high school gifted pupils have completed introductory algebra and plane geometry in the ninth grade each subject taking only one semester This makes it possible for these pupils to take an additional years elective in the senior high school

3 In one high school pupils with special interests not adequately provided for in regular classes meet with an interested teacher one day per week during that teachers conference period The pupil is dismissed from his regular class for that period The period is devoted to discussion encouragement and the direction of reading on such topics as geology, astronomy, navigation or atomic energy

The Slow Learning Child   The slow learning child may be described in terms of intelligence quotient or in terms of specific disabilities In terms of intelligence the slow learner has an IQ somewhere between 79 and 90 that is he may be somewhere between the average and the mentally defective pupil In terms of specific disabilities he may have trouble in thinking abstractly or in handling symbolic material He usually has difficulty in following directions requires more detailed explanation, and has difficulty in applying what he has learned to new and more complex situations Socially he

may indicate a definite immaturity by his nonacceptance of personal and social responsibilities. Physically, he may be defective in visual, auditory, or kinesthetic senses. Poor home and other environmental conditions, and lack of experience may be factors contributing to his slowness in learning.

Slow learning pupils need approval, praise, and acceptance by classmates and teachers. Most important is the experiencing of some degree of success. Teachers will need to provide more experiences with concrete materials and for more purposeful repetition than is necessary with brighter pupils. Much caution, however, must be used in selecting those methods requiring drill and repetition for the slow learner. He will absorb only that which he understands in terms of his own limitations.

Those subjects in which the slow learner does well should be given prominence. He should be offered every opportunity to participate in school assemblies, publications, safety patrols, campaigns, and sports. Usually he is a notoriously poor reader and learns more from firsthand experience through his eyes and ears than through reading. Contact with the community through field trips, exhibits, interviews with policemen, postmen, firemen, aviators, tax appraisers, and bankers are most effective. Society needs many types of personalities; a sympathetic and skillful teacher can assist the slow learner to become an independent wage earner and responsible citizen. The so-called fundamental skills in reading, arithmetic, writing, and spelling should be subordinate to learning how to participate with other people and to learning a trade.

GROUPING PUPILS FOR GROUP GUIDANCE

In the school program, the curriculum guide may suggest particular areas of study in the guidance field at designated

grade levels or in specific subjects It is not unusual, for example, to include vocational planning, self appraisal, understanding human behavior, improving learning skills, getting along with others, or school citizenship, for groups of pupils placed together because of grade, age, or interest

Grouping children and adjusting the curriculum to assist the socially maladjusted child is of such significance that two chapters are devoted to it under the titles of "Improving Human Relations" and "Using the Group to Assist in Personality Development" (Chapters 9 and 10) The teacher-student planned core curriculum is discussed in Part III, where it is recognized as the ideal organizational pattern in which group guidance may occur Other grouping patterns such as the home room, clubs, special interest groups, group testing, and group vocational guidance are discussed elsewhere (see Chapters 6 and 7).

SUMMARY

Invariably schools have found it necessary to organize pupils into groups The most common pattern is to organize by grades according to the chronological age of children Within grade level groups, however, further grouping is desirable according to the ongoing learning activities

Effective groupings must take into account factors other than chronological age Most significant of these factors are reading and other verbal aptitudes, mental age, speed and accuracy of perception, teacher opinion, and social maturity Fast and slow learners can be assisted by proper grouping as well as individual attention Because a child feels more secure among children of his own chronological age, he should not, in other than exceptional circumstances, be accelerated or held back Instead, the curriculum program and

teaching methods should be adjusted to individual and group needs

SUGGESTED PROBLEMS FOR STUDY AND DISCUSSION

1 The problems created by science and technology seem most pronounced in four areas of modern life One of these is group living and intergroup relations What are the other three?

2 All children need to understand and appreciate the contributions of science and technology to our way of life and to feel some responsibility for using them for social good List ten other needs

3 One of the principles of learning can be stated thus 'Opportunities must be provided for children to participate, experience, react, and do Learning results only from experiences" List at least ten other principles of learning

4 When individual differences are given primary concern is it better to have a definite prescribed scope and sequence or to provide teachers and pupils freedom to select any unit they please in terms of the needs and interests of children?

5 Is it possible to choose blocks of work as a result of pupil teacher planning within a scope and sequence framework? Explain

6 A unit of work may be defined as a series of learning experiences focused upon the achievement of a common goal which pupils have accepted as their own How are pupils selected for a group interested in a unit?

7 When a group of pupils has been assigned to a teacher there is still the problem of grouping within the classroom One criterion of grouping should be in terms of purposes to be achieved Make a list of other criteria and discuss each of them

8 Describe a situation in which pupils have some choices in their assignment to groups

9   How does committee work and group research encourage grouping of pupils?

10   How can a ninth grade boy who reads on a second grade level become a participant in group learning?

11.   A highly intelligent boy finds school uninteresting Suggest the possible reasons and remedies

12   What are some of the ways that schools can use children's groups, as well as the psychological forces they generate, to promote learning?

13   What is the meaning of this statement "Communications should be free among members of a group"

14   Indicate the best answer

   a   *Pupils learn attitudes*

      (1) Incidentally, as a kind of by product of education
      (2) As a definite part of classroom participation
      (3) Because they recognize that attitudes are important

   b   A textbook should be appropriate to the interests and maturity of a group This statement is supported by

      (1) Trial and error learning
      (2) Physiological growth
      (3) Developmental tasks
      (4) Readiness

   c   The classroom teacher should

      (1) Deal with individual pupils rather than with groups
      (2) Prevent the formation of groups in the classroom
      (3) Separate two very close friends
      (4) *Encourage children to work together who prefer one another s company*

   d   The *student's* level of aspiration is most likely to be influenced by

      (1) The attitudes of the group of which he is a member

(2) Biological factors including heredity.

(3) Acquisition of information

(4) Conditioning through trial and error learning.

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PART II

Group Approaches
to Guidance

4

Guiding the Pupil in Groups

CHANGING CONCEPTS, DEFINITIONS, AND PURPOSES

Group Procedures for Guidance Assistance in Life Adjustment. Group procedures for guidance are not conceived as a new concoction for the ills of classroom instruction in subject matter. Neither are they introduced as service to those pupils who apparently waste time with the current curriculum. Group procedures for guidance are for the entire student body and should *assist* all individuals to become better citizens, better consumers of goods and services, more congenial and effective workers in social relationships, better parents and homemakers, better users of leisure time, and better conservers of natural and human resources. The word "assist" is significant in its usage here because no thesis is held that these procedures alone can provide for the realization of all educational objectives.

Group procedures for guidance should not be avenues for escape from the academic subject matter or the difficulty or tedium of study and drill. Group guidance procedures should assist in making the acquisition of information more functional and a means of effecting desired adjustments in life. The collection and use of community data should serve to

enrich planned group and individual guidance Supervised and coordinated work experience become a type of group procedure for guidance and should vitalize the instructional phase of school work as well These group procedures should include courses focused on life's problems and their solution —especially vocational problems—but the content and experience of every course should be similarly focused In group guidance much emphasis is placed on the development of social, mental, physical, and emotional attitudes, ideals, interests, appreciations, and habits—but skills, understandings, and information are *not* neglected

Changing Concepts and Definitions. Group procedures for guidance embrace the vast array of group behavior traditionally described as "extracurricular activities," "cocurricular activities," "nonclass activities," "extraclass activities," and "allied activities" These terms are still current and in the more traditional schools serve a useful purpose in separating formal instruction from informal nonclassroom endeavors The usual definitions of these terms describe "curricular activities" as regularly scheduled courses such as English, science, or mathematics "Cocurricular" activities are closely related to curricular offerings and serve as supplements or enrichments to regular courses They contribute to the same objectives but credit may or may not be given For example, the English Club may be related to the English instructional program, or a well-organized music club may supplement a curriculum having little or no curricular music No particular attempt is made to relate "extracurricular" activities to the curriculum or its objectives Because they are seldom defined in terms of curricular endeavors, they offer no credit unless it be "partial functional activity credit" Activities typically

included are school parties and dances, cheer leading, assem
blies, dramatics, vocal music activities, newspapers, com
petitive athletics, yearbooks, student councils, class govern-
ment, clubs, and home rooms

As distinguished from the regularly scheduled classroom
courses of study, activities have developed through the years
from the athletic and class party stage to a place of consider
able importance in the educational program Some evidence
is indicated that the activities program will become either
integrated with or closely related to the curriculum The
older home room organization, for example, is developing
into the core curriculum Larger blocks of time are being
provided in which the teacher can become better acquainted
with the pupils and provide more effective group guidance
and individual counseling This practice should not be in
conflict with the trend to add counselors to staffs of secon
dary schools Rather it should aid and supplement the
counseling function by relating it directly to the curriculum
In other words, the potentialities of so called extra activities
have been recognized and, accordingly, should serve as a
definite and vital part of the *whole program of educational
experiences for the child*

Provisions for group guidance are provided in home rooms,
in student activities in special classes, in group conferences,
and in work experience The effectiveness of this guidance
can be evaluated in terms of delegation of responsibility to
students, provision for each student to have as many varied
social experiences as possible, and in the degree of *esprit de
corps* Expressed need for guidance in groups centers around
matters of vocation and adjustment to school interpersonal
relations in home family, and community

Group procedures for guidance can be identified in

1 Activity methods such as school assemblies, school clubs, or student government

2 Orientation methods, including placement in schools and in the community

3 Discussion and group process methods, including the improvement of human relations, sociometrics, and so on

4 Therapeutic methods, including modified group therapy and sociodrama

This outline will be followed, generally, in Part II.

THE PURPOSE OF GROUP PROCEDURES FOR GUIDANCE

The fundamental purpose of group procedures for guidance is to assist pupils in their needs From the frequently listed needs of children we may select those needs which would appear to be served best by group procedures The Educational Policies Commission of the National Education Association includes among other imperative needs of youth, the following (6)

1 All youth need to understand the rights and duties of the citizens of a democratic society, and to be diligent and competent in the performance of their obligations to the state and nation

2. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature

3 All youth need to be able to use their leisure time well and to / budget it wisely, balancing activities that yield satisfaction to the individual with those that are socially useful

4 All youth need to develop respect for other persons, to be able to live and work cooperatively with others, to gain insight into ethical values and principles, and to grow in the moral and spiritual values of life

Among the needs which may be served by group procedures in guidance are those listed by the President's Commission (14)

1. To develop for the regulation of one's personal and civic life a code of behavior based on ethical principles as consistent with democratic ideas

2. To recognize the interdependence of the different peoples of the world and one's personal responsibility for fostering international understanding and peace

3. To understand the ideas of others and to express one's own effectively

4. To obtain a satisfactory emotional and social adjustment

5. To understand and enjoy literature, art, music, and other cultural activities as expressions of personal and social experience and to participate to some extent

In a survey of 15,000 teen-agers the Purdue Opinion Panel for Young People (16, 18) disclosed, among other things, that 54 percent of adolescents wanted people to like them more, and that 60 percent wanted to make new friends

THE VALUES DERIVED FROM GROUP PROCEDURES FOR GUIDANCE

The values derived from group procedures for guidance can be judged from degrees of accomplishment of objectives, some of which were indicated in preceding paragraphs More specifically we can state some of these values as follows (12)

1. Develops responsibility in home, school, and community organization as a step toward developing initiative, self-reliance, and independence

2. Develops an awareness of traits that are liked, admired, and respected by others

3. Develops desirable traits enabling a person to get along with others More specifically, aids students in concrete situations involving group participation, making friends, and leadership Provides practice in taking active interest in others' opinions, views, and interests, evaluating attitudes and actions of others, acquiring understanding for others' shortcomings, regressions,

and differences in background, viewpoint, interests, and beliefs.

4. Develops social maturity: by gaining self-confidence and self-reliance in human contents through activities; by acquiring an appreciation of the worth of individuals through learning to enjoy them; by developing a feeling of belongingness with a group by becoming accepted by the group and by reconciling one's own desires and interests with those of others for the good of the group.

5. Formulates attitudes and ideals as guides in group relationships, social conventions, ethics, morals, and religion.

6. Provides rich opportunities for experience in all major areas of social living; e.g., experience with small and large groups of one's own sex, with one or more of the opposite sex, with older and younger individuals in both a personal and impersonal atmosphere, and with the economically favored and those less fortunate (8).

7. Provides an opportunity to participate in leisure-time activities which will improve skill and techniques needed to enjoy leisure time (4).

8. Provides an opportunity in vocational preparation for the student to know himself, to exploit his talents, and to derive satisfaction from his creative experience.

9. Develops the desire and the ability to contribute personal service to the community welfare.

ILLUSTRATIVE PRACTICES IN GROUP PROCEDURES FOR GUIDANCE

The True Meaning of Participation. Participation does not mean activity in carrying out plans and decisions made by *an authority.*

Probably the most deeply embedded and troublesome view is that if a group is "active," that is, if many members are busy at some aspect of the group's work, or if a "lot of things are being

done," then the organization has a lot of participation The yard stick of participation then is activity

Despite verbal disclaimers, participation is often regarded merely in a carrying out sense, where decisions are made largely from above and plans of action and policy are thoroughly worked out at the top level while "lower" levels are used merely as man power to carry them out Where this limited role persists for any length of time, the individual is not participating He is not an organic part of the group, but merely an agent of the group along with a number of other agents Moreover, the requisite conse quence of participation is missing the individual does not grow and his activity is not a creative one (1)

The democratic process demands that participation be ex tensive, e g, that members must participate beyond casting a vote for representatives to accept responsibility for acting Group procedures for guidance requires that participation of all members must occur in the planning, decision making, execution of plans, evaluation of results, and in the sharing of success or failure

Student Participation in School Administration. A success ful school depends largely upon attitudes and actions of students Groups of students within the student body or the student group as a whole represent forces which cannot be ignored by school administration A classroom group, a club group, a high school class group, an athletic group are parts of the larger student body group The individuals who con stitute any school group bring with them certain information and attitudes which affect the group behavior Each of the smaller groups will have enthusiasms, prejudices, and loyal ties acquired from their experiences in larger groups Shared in different degrees by all members of the group, these ideas

(forces) play a powerful role in determining any group action.

Severing or ignoring lines of administrative authority will be a threat to students and faculty, for they need the security gained from a clearly structured pattern which allows them participation in administrative policy. Desirable administrative atmosphere permits such self-expression and group participation that students will feel the schools are for them. The talents and initiative of students can be turned to good account when given the opportunity of expression. School government becomes a positive force when students participate actively. It is true that pupil participation may make the principal feel occasionally that his temporary leadership passes from him to the group and from one member of the group to another indeterminately as the group structure requires. Nevertheless, the principal who expects teachers to provide rich opportunities for releasing the initiative and creativity of pupils must be prepared to give students the same opportunity.

Student Government as a Prototype of Democracy.   Students and guidance workers are likely to view class organizations and student councils as prototypes of American representative government and thus synonymous with the concept of democracy. In this context, democracy may be considered as a system of popular election in which the responsibility of the member is primarily one of casting his vote for someone he wishes to represent him. Even with its shortcomings, a system of representative government is the best thus far evolved for dealing with the governmental problems of large populations. However, dangers may arise from encouraging small groups to initiate this system. In organizations that are small enough in membership to meet

together in face-to-face groups there should be no shifting of responsibility to representatives

The citizen in representative government is likely to direct his concern to the elected representative, and the representative, in turn, feels he should carry all or most of the activity for those who have elected him In some way each group body member should realize his own responsibility in a democratic society without delegating it to an elected leader As Lippitt (12) points out 'Recent studies have made clear that most of our young people, in their own immediate experience, do not discriminate between behavior patterns of domination–manipulation and those of cooperative leadership Our educational procedures have not prepared young people to participate in groups, either as followers or leaders in ways consistent with the creative principle of democratic living

"Study of youth groups in classrooms and in campus clubs has revealed that a majority of their members adjust with complacent satisfaction to classroom or campus leadership of benevolently authoritarian, initiative destroying type' Group participation in democratic school administration provides experiences in initiating and executing plans, in meeting problems, and in accepting and fulfilling obligations, distributing responsibility, and in creating morale The school, as John Dewey noted so forcibly, is a miniature society—ideally a miniature democratic society in which members should actively participate in the formulation of policies that concern them Student participation in school government requires that teachers and administrators assume that pupils are capable of participating productively in solving problems and that both pupil groups and teacher groups can and should discover more efficient methods of working together toward solving their common problems The guid-

ance specialist who acts as the leader assists all members of the student body to participate effectively in the solution of their common problems. Participation in school government requires careful "group development," a phrase implying coöperative diagnosis, decisions, and action toward group growth.

Successful participation in school government requires certain individual skills and behavior for which all pupils are not adequately equipped. Demanding such skills and endeavor indiscriminately and without training sometimes leads to emotional tension, aggressiveness, or complete withdrawal from participation. Individuals must be trained to diagnose their group behavior, to perform as effective members, and to modify their behavior as required by group functioning. Essential to shared school government is the principle that the activity should provide satisfaction to the pupils. Mere membership in the executive group or the opportunity to vote for officers or policy is insufficient motivation to keep students productively active. The guidance worker must develop techniques and skills by which members of the student body remain active and receive real enjoyment in the achievements of the group.

The Student Council as a Group Guidance Procedure. A reëxamination of the concept: The student council is an organization of the pupils, elected by the student body, to serve them as their official representatives in all matters of concern to the entire school. Inasmuch as the representatives of the people (or the student body) are elected to represent them and to speak for them, the organization is thus somewhat comparable to a state legislature or to Congress. The council provides a medium through which student opinion

may be heard and a forum for the consideration of common school problems (24).

The name "student council" is not as significant as the actual operation As discussed in a preliminary paragraph, for example, the election of representatives to act on the student council should not relieve any member of the student body from his responsibility to the school The student council activity should be educational to the extent that desirable learning occurs in the solving of group problems Evaluation, therefore, of the council must proceed on educative improvement rather than on determining the amount of school improvement Actual results of student council activity are less significant than the means of attaining them Individual pupil involvement (some writers have called it creativity) is the most essential element contributing to the success of the student council This requires an administrative organization which will develop a continuous flow of ideas and opinion Basically it also requires guidance personnel to demonstrate a keen understanding of group processes and group leadership One of the most effective methods to organize for individual involvement is through an active committee system whereby as many students as possible can serve Through careful planning, committees can be established to tap the resources, enlist the cooperation, and stimulate the activity of the entire student community

The following outline represents an excellent suggestion for developing student involvement in the several areas of possible student government activity (23)

1 *Define the areas of student government responsibility* For example social, cultural, recreational, political, economic, curricular (advisory) Confusion regarding the areas and limits within which the council may operate with power and

authority has frequently been the cause of failure. For example, student self-government has been delegated areas of authority which are so narrowly defined that the students resent the implication that they do not have the ability to make a more worthwhile contribution.

Conversely, student self-government has been delegated areas of authority which are so broad and vague that neither student government nor the faculty-administration understands its role. Knowledge of the boundaries of power and authority are essential to successful student councils. Three important areas are (24):

(a) The area over which the council has complete control with no interference from administration, faculty, or other outside force;

(b) The area over which the control or responsibility is shared with faculty and administration. This is an area in which most student councils are doing their best work;

(c) The area in which the student council has no voice in control. Opinion may be expressed, but legislation is prohibited.

2. *Determine methods of discovering the needs of students.* For example: personal contact, suggestion boxes, forums, letters-to-the-editor columns in the school paper, referendum.

3. *Devise methods to publicize student-government.* For example: school paper, personal contact, speakers' bureau for campus groups, student government newsletter, orientation of new students, curricular course in self-government, student body elections, exhibits at campus affairs and state fairs.

4. *Devise methods of financing student government.* For example: compulsory fees, voluntary fees, activities fees, fundraising events.

5. *Organize appropriate committees for:* finance, social affairs, special events, executive, constitution, publications, petitions,

elections, recreation, personnel problems, student discipline (judiciary system), school grounds and buildings, evaluation of current educational issues, curricular suggestions (advisory), faculty evaluation, grading systems, evaluation of traditions and customs, alumni relations, school spirit cooperation among school organizations (school clubs), leadership development

6 *Organize a student activities library* For example library materials on student government, development of leadership, citizenship, democracy as a concept, and short briefs of parliamentary procedure, tips on program planning

7. *Conduct various service enterprises for the student body* For example purchase card systems, establish an assembly scheduling bureau and a ticket office bureau

8 *Organize an orientation program* For example career days, junior high school visiting days, visiting days to the college, freshman "Get Acquainted Days"

9 *Promote a leadership development program* For example activities interest festivals (circuses, carnivals), office training schools, curricular course in student government, academic credit for participation in student activities, stimulation of the cocurricular philosophy as opposed to the curricular and extracurricular Many educators believe the student council is the logical organization to undertake leadership classes, summer programs, and orientation classes In a national survey to determine if leadership should be developed through the student council, reports were received from every state (except Nevada) that leadership conferences were focused through the student council Student council advisors contacted in this study indicated great interest in the formation of a workable, efficient plan of training for leadership through special orientation meetings They recognize that efficient student leadership means a *more successful student council* (25)

10 *Plan programs, surveys, and campaigns* For example occupational survey of the community, health and safety

campaigns, cleanup campaigns, Democracy day, courtesy campaigns, intramural athletic program, fund-raising campaigns for public welfare.
11. *Prepare exhibits:* art exhibits, drama, movies (photography), concerts, art tours, musical tours.
12. *Promote social activities:* dances, teas, receptions, mixers, excursions, pep rallies.
13. *Promote interest groups:* hobbies, photography, crafts.

How to Have a Good Student Council. On a reëxamination of the concept of the student council we should add, more specifically, some principles which assist in guaranteeing a good student council. We may begin with the principle of administrative support in student participation. The principal and faculty must be in genuine accord with the idea of student participation and provide full support to the plan as evolved in the school. Participation must be more than delegating "busy work," or making council members "errand boys," or rendering the student council a court or spy system.

A second principle is maximum participation by the entire student body. Each student must feel that he is involved in student affairs, that he understands the council's aims and objectives, and that he is aware of its limitations and opportunities. Student council members elected by student units, such as counseling groups or home rooms, should be encouraged to gather ideas from the students they represent.

A third principle is that student council activities be both socially desirable and educationally worth while. The activities should be directed toward positive projects which are interesting to students and of permanent importance to their school and community. Students have an obligation to participate in desirable community activities and should be given every opportunity to serve with community organizations to promote the public welfare.

A fourth principle is that the foundation upon which good student council operation is based be clearly defined. A "student council constitution" with powers and responsibilities clearly designated can best answer this need. Some council constitutions indicate the source of powers of the student council. These must be explained to the student body periodically. Although the constitution should recognize the principal's veto power over actions of the council, a good principal may on occasion (and purely on an experimental basis) permit students to make certain decisions that he considers detrimental to the best interests of the school.

Activities of the Student Council. The activities of the council have been suggested in the areas outlined in preceding paragraphs. While the possible projects are myriad, for illustrative purposes we may present the projects listed by the student activities committee of the National Association of Secondary School Principals (22). Further illustration may be noted in the subsequent paragraph on evaluation.

Attitudes

1 Secure students' suggestions for changes
2 Conduct a campaign to improve school spirit
3 Develop a fifty question test for hall officers
4 Issue monthly bulletin on what students can do to develop courtesy, citizenship, discipline
5 Plan and promote a "better manners" campaign

Rewards

1 Determine kinds and recipients of athletic awards
2 Give public awards to students who have received very little recognition for hard work
3 Give an awards banquet for all those who have participated in the school activities program

    4 Provide badges for cafeteria workers
    5 Award prize for best assembly program of year.

Cooperation

    1 Visit other schools to gain new ideas
    2 Plan student community activity for each week.
    3 Serve on student faculty committees
    4 Attend meetings throughout state as a representative of the student body
    5 Send representatives to local, district, state, and regional conferences of the student council.

Public Relations

    1 Elect members of council to adult community youth council
    2 Present program over the local radio station
    3 Take over city government for a day
    4 Cooperate in community cleanup and paint up campaign
    5 Sponsor art and music appreciation program for both the student body and the pupils

Welfare

    1 Collect clothes for unfortunates at home and abroad
    2 Collect, repair, and distribute toys
    3 Present baskets of food at Thanksgiving and Christmas to the needy

Actual minutes taken at a student council meeting illustrate some of the activities in action

<div align="center">

Student Council Minutes [1]
Stewart Indian School
Stewart, Nevada
Nov 14, 19——

</div>

The meeting was called to order by the president, Joe Rivers All officers and members were present Minutes of the previous

[1] Courtesy of Student Council of the Stewart Indian School Stewart Nev

meeting were read and accepted with this addition 'There was discussion concerning the students who crowd others off the side walks because they are walking four or five abreast The council suggests that when groups meet on the sidewalks, each moves to the right so that there is room for all to pass"

The president called for volunteers to act on the committee to plan a program for the Installation on Friday night Boyd Jackson, Chairman, Robert Broncho, Henry Blackeye, and Brady Johnson volunteered

It was reported that a large group of students was late to the Memorial Program on Veterans' Day The doors were closed when the Boy Scout Color Guard was in position to present the colors Students were finally asked to return to their buildings because they were angrily arguing that they were not late It was then 10 35 The following questions are asked these students

Did you understand that this was a memorial service honoring veterans both living and dead who had rendered great service to our country?

Would you think it fitting that you be seating yourselves as the Color Guard was presenting the flag of our country?

Would it be proper to be coming in while the Pledge of Allegiance was being given by the audience?

Would you wish to disturb others during the minister's Invocation?

Was it fair to keep those who had come from Carson City and from the Campus to help with that program, waiting while tardy individuals were seated?

The Council reminds students that there is by far too much tardiness at all activities But there are some that you do not attend if you are late The Memorial Service is in that group

Angelina reported that students are carrying off the bottles, particularly from the Social Center, we are short one case from the Sunday afternoon activity Two suggestions were made as follows That 15¢ be charged for the pop and the nickel returned as bottles are brought back That cups be used instead The answer to the last is that cups cost money and cut down the profits

at the ECA Store, at the Social Center, and at the gym. A little figuring shows that if 10 cases are sold at the store the additional cost for cups is about $3.20. At the end of the month, $100.00 has been taken from our Activity Fund to cover this cost. Poor citizenship costs money. Cups are used at the store because students have been careless with bottles; and broken glass here and there on the campus is dangerous.

The president reported that Mrs. Dietrick had asked him if students might go around the table at the Dining Hall since it is getting too cold to stand outside. The president is going to take care of this with the Dining Room Staff. The plan is to stagger the departure in units. It was reported that girls are paying no attention to the time that they are to leave their buildings. Will the girls please coöperate in carrying out the schedule as placed on their Bulletin Boards?

The Council requests that students read the minutes of the Nov. 7 meeting concerning other dining room matters.

Brady Johnson moved that we have another panel discussion. Seconded by Angelina Quartz, and passed. Boyd Jackson moved that the Council meet in the Auditorium on Monday, November 21, and after the meeting a panel discussion will be held. The president will take this up with Mr. Talbot and decide upon the topic. Watch your Bulletin Boards for this topic and give it some thought so that there may be audience participation.

Angelina Quartz extended an invitation for the members of the Council to come to a reception held in their honor immediately following the Installation. Unit 1 Girls are the hostesses and the place Unit 1 Sitting Rooms. The president thanked Angelina and accepted the invitation.

Robert Broncho asked that the Student Body be reminded of the Social Center every Sunday afternoon from 2:30 to 4:30.

Boyd Jackson and Henry Blackeye volunteered to help with the collection of passes at the activities this week end.

The Secretary was directed to write a note of thanks to the people from Carson City who helped us with our Veterans' Day

Program. The Council wishes to thank the members of the staff and the students in the band and in the Color Guard who made an appropriate contribution to the service.

The Council wishes to thank Mr. Ward for attending our meeting and for his helpful suggestions. We hope that Mr. Ward will come again and that others of the staff will come too.

There being no more business, the meeting adjourned.

Respectfully submitted,

Susie Yellowman, Secretary

Evaluation of the Student Council. Most significant in the successful operation of a student council is a plan for continuous evaluation of its effectiveness. Only by means of evaluation can the objectives be clarified, validated, established, and maintained. Everyone concerned with the entire school program, including students, faculty, administration, and parents, should have an opportunity to evaluate the school council. One school, for example, adopted the custom of sending a questionnaire to senior students and the faculty in an attempt to evaluate all student government projects. At each three-year interval those projects rated high were continued with confidence and those rated low were discontinued or modified. Suggestions from both the faculty and students to help promote the general welfare of the school were also given serious consideration. The outcomes of such an evaluation project are: (1) student government can enlarge projects which meet with great approval; (2) the officers can receive excellent suggestions for additional projects each year; (3) better rapport between the students and faculty can be developed; (4) students and faculty become alert to the projects which student government should promote (5).

TABLE 1. Evaluation Results of Student Government (Ratings by Seniors and Faculty)

Projects	Ratings by Seniors	Ratings by Faculty [a]
Foreign students Sponsored two foreign students to promote international good will and understanding	1	4
Scholarship assembly Established to raise money for the memorial scholarships that are given every year to deserving seniors	2	2
School store Operated a school store to provide a convenient place for students to purchase school supplies	3	3
Elections Conducted all school elections by secret ballot	4	11
Fire drills Conducted fire drills under the supervision of the city fire department to provide for the safety of the students	5	1
Teachers' names on doors Installed teachers' names and room numbers on doors of all classrooms	6	8
Americans abroad Sponsored and helped financially to send two representatives of Senior High School on an American Field Service Scholarship tour of Europe	7	6
Alumni assembly Invited talented alumni to appear on an assembly program	8	20
Sponsored drives Sponsored such drives as the Community Chest	9	9
Stamp and bond sales Conducted weekly stamp and bond sales to aid in the defense of our country and to encourage students to save money	10	14
Homecoming Planned and organized Homecoming Day	11	22
Care of lawn Seeded and fertilized the campus, erected a temporary fence to remind students to keep off the lawn	12	15
Hi Y election Conducted the election for the Hi Y Club in its city youth government project	13	18
Trophy cases Placed trophy cases in the main hall to display trophies won in athletic and other school events	14	16

[a] Figure represent rank The rank order correlation is + .62

TABLE I. (continued)

Projects	Ratings by Seniors	Ratings by Faculty
Affiliation with other student government organizations: Joined district, state, and national organizations of student council	15	12
Handbook: Published a handbook to acquaint new students and incoming sophomores with Senior High School	16	7
Assembly seating: Organized assembly seating to promote orderly assemblies and to facilitate checking of attendance at assemblies	17	5
Music in cafeteria: Made arrangements for and purchased suitable records to be played during the lunch period in the cafeteria	18	26
Coke machine: Made arrangements for installation and maintenance of a coke machine in the lounge	19	25
Evaluation questionnaire: Listed all student-sponsored projects and asked students and faculty to evaluate them	20	13
Chartered clubs: Assisted in the organization of new clubs and chartered them	21	17
Blueprint of building: Framed a copy of blueprints of all buildings on the campus and placed it in main hall	22	19
Lounge: Maintained a lounge for student relaxation and enjoyment during the lunch hours and stretch period	23	24
Ushers and guides: Acted as ushers and guides for the PTA open house and other school functions	24	10
Student government banquet: Sponsored student government banquet at the end of each school year as final meeting of the three branches of student government	25	23

Desirable personality adjustment is essentially learning how to get along well with other people, i.e., in becoming a social being. Through the stimulating influence of the group, the individual relates himself with others and in so doing develops a new perception of self. Student participation in

school administration will have some appeal to children even in the primary grades, but such participation is particularly appealing to the adolescent. At this age he can be most effectively inspired to undertake a project that promises service to himself and his peers. Discussions related to school government provide opportunity for group thinking and consideration of various common problems and purposes.

The greatest value of the student council or forum, however, possibly lies in the mental set to which we refer as "readiness for counseling." Group problems are not significant to the individual unless he becomes self-involved and, accordingly, makes plans for the part he can play in solving these problems. Individual and multiple counseling plus individual and group activity become an interacting process.

SUMMARY

Only through direct experience with democracy and some of its problems can young people be expected to develop wholesome enthusiasm for helping others. Students learn to be sociable not solely by studying about life but especially through active participation in group and community living. The informal curriculum made up of student activities will contribute generously in providing for the emotional, the moral-social, and the physical development of students. Students should have some share in making policies and in forming the objectives for the school life of which they are a part.

In this chapter the student council was given special significance. The major reasons for having a student council are: (a) citizenship education as a major goal of the elementary and secondary school; the student council is one of the best mediums for practice in becoming a good citizen;

(b) student councils are useful in administering certain areas of the school program, (c) students gain educationally from participation in student council activities Assessment and evaluation of the student council (and other group activities, for that matter) should take place continually to ascertain if it is operating within the total framework and goals of the school Evaluation can be instrumental in changing behavior that does not conform to standards Most of the obstacles to a successful student council stem from the fact that student desire and interest in having control and authority are not accompanied by a parallel willingness to accept responsibility and to follow through There are many types of administrative (including disciplinary) problems that cannot be delegated to the student council Under proper guidance students are quick to recognize these situations and display good judgment in leaving serious problems to administrative authority

SUGGESTED PROBLEMS FOR STUDY AND DISCUSSION

1 Is a special interest group working at some aspect of the school's operation or program a part of the school's curricular or extracurricular program? Why?

2 Are elementary school children too immature to participate in a pupil council? Explain

3 How does a concept of "group procedures for guidance" differ from a concept of "extracurricular activities"?

4 What are the purposes of "group procedures for guidance" as constrasted with group procedures for learning ?

5 How can the traditional concept of "extracurriculum" be integrated with curriculum or "guidance"?

6 How can the student council become a laboratory for group guidance?

7 Some specialists define counseling as an individual "face to-

face" situation in which the counselor assists the individual with a personal problem Does this definition eliminate the possibilities of group guidance? Explain

8   If the student council becomes part of the guidance program, can it be absorbed into the curriculum concurrently? Explain

9   Justify the following statement "The extracurricular program has not been adequately recognized as a training ground, a field experience, a laboratory for the personal-social, moral character-personality development of pupils"

10 Should the student council meet daily as a class? If so, why?

11 List the specific ways in which the guidance program of a school can be related to the activities of the student council.

12 What are the objectives of student participation in student government?

13 What are some of the basic reassessments that need to be made in relation to aims, kinds of organization, and admission patterns to the so called extracurricular school activities?

14 What is your concept of the following phrase "A democratic extracurriculum through the group approach'?

15 Some guidance activities of 'extracurricular" experiences are self appraisal, group conferences, and remedial assistance Describe at least three more activities

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Guiding the Pupil in Groups— Continued

Objectives of the allied curriculum activities should be formulated within the context of the total school program It follows, therefore, that they cannot be limited to the guidance aspect of school objectives alone, yet they contain such vital guidance potential in the field of human relations, constructive interpersonal relations, and group-oriented approach that they cannot be excluded from a good guidance program "Guidance counselors, extracurricular advisers, home-room advisers, and teacher counselors need to cooperate to extend the range of participation, of experiences, and of social skills, vocational responsibilities can be tied in with these social experiences The principle of participation should involve more than being just a member of a club A pupil must be led to a participation that involves responsibility for increasing his social competence and capabilities . personality development is at the center of this wider scope of participation . ." (24)

What has been said of allied curriculum activities in gen-

eral can also be applied to the school assembly, discussed below Such an activity must be meaningfully interrelated or actually integrated into the curriculum as well as the guidance program

THE SCHOOL ASSEMBLY AS A GROUP PROCEDURE IN GUIDANCE

The Objectives of the Assembly Program. The school assembly, formerly characterized as a "Chapel Exercise" or "Formal Morning Opening," is currently regarded as a curriculum activity which provides education and guidance It is a central agency of all scholastic action, a meeting place of the citizens of the school community who share mutual interests and experiences in solving common problems The objectives are to develop school unity, to provide a recreational period during the school day, to demonstrate, supplement, or motivate the work of the classroom, and to provide information and guidance Although these objectives are all so intricately related that it would be difficult to isolate any one of them when considering a single assembly, a single purpose should dominate each program A list of specific objectives presented in the order of frequency of mention by 336 responding principals in a study conducted by The National Association of Secondary School Principals follows (48)

1 To develop those habits and attitudes of an intelligent audience
2 Reveal the school to the student
3 Provide students a medium for the expression of their interests and activities
4 All around participation to foster a spirit of democracy in the school
5 Integrate the student with the school

6   Enrich the student's cultural background and stimulate his thinking

7   Create interest in the entire program of the school

8   Develop wholesome public opinion under proper guidance

9   Give opportunity for students to practice the qualities of a good citizen in a democracy

10 Promote community spirit and participation in community activities

11 Character education

12 Develop student initiative and resourcefulness

13 Develop loyalty and give students a feeling of belonging

14 Interpret the extracurricular program to the entire school

15 Develop aesthetic sensibilities in students

16 Opportunity to function as a leader in a democratic situation

17. Train students to be good listeners

18 Poise and self confidence acquired by appearance on the platform and participation as members of an audience

19 Observation of special historical days and events

20 A broader knowledge and understanding of the world

21 To teach the student cooperation and give him responsibility

22 Teach emotional control, self discipline, and a sense of values

23 Interest students in topics of importance to all

24 Inspiration and appreciation of the activities of others

25 Relaxation and change from regular school routine

26 To develop group consciousness

27 Tie school in with community

28 Coordinate and set standards for smaller groups

Maximum Student Participation in Planning. The assembly program cannot be justified unless it affects the students in a desirable fashion As in any school activity, the degree of involvement will generally determine the extent of influence Involvement usually requires participation either directly in performance before an audience or indirectly by audience

participation in planning or evaluating a program. One way to involve students is through the committee system. Note the following example (35):

> Working on the assembly programs are two committees, one composed of faculty members appointed by the principal and the other of students who have expressed a desire to work in the particular activity. Those students who have creative abilities are especially encouraged. (The committee consists of) the student-body president; and the liaison officer of the student council; two students each from the Senior Congress and the Junior Congress; two sophomores appointed by the faculty adviser; one student each representing vocal music, instrumental music, and the vocational department; one from the speech class; one boy and one girl representing physical education; one student from each of the classes and each of the other departments; and ten students from the student body at large. Students were given an opportunity to apply for membership by answering a questionnaire on abilities and telling why they desired to become a member of the committee. Some of the subcommittees were: department, regulars, script, broadcast, music, stage, film, outside, career, program and survey.
>
> Members of the faculty committees were free to attend the student meetings whenever they wished. If for a particular reason, such as a canceled program or the sudden appearance of an added feature, the executive board felt the problem should receive the attention of the entire committee, it is permitted to call a special meeting during the regular school day, provided it does not abuse the privilege. Meetings are entirely on school time.

The integration of departments and pupils is automatic. The administration work is largely the responsibility of the sponsor. With the assistance of the committees, he outlines the work to be done by various departments.

The year round plan and procedures are essentially as follows:

1 During the second semester of the school year preparations are begun for the next year

2 The faculty committee offers ideas, criticisms, and suggestions for the new schedule

3 Teachers and departments are given an opportunity to state ideas they have that are new and appealing

4 In the student committee, the outline for the following year is arranged in skeleton form through the work of various committees One group will do the work for the "regular" or "must" programs, such as Honor Society and Awards Another group may select departments to plan and to work together, another may aim to prepare a script while another will search for ideas

5 Departments are integrated whenever possible

6 Objectives, themes, and complete schedules are formulated

7 The tentative schedule is presented to the faculty

8 Reorganization is done if needed

9 The final draft is made

10 The work is initiated with the plans for September and October of the following school year

11 The faculty chairman is responsible for the organization of his group in so far as the teachers are concerned Students are always working with the teachers

12 Plans are made and the materials organized during school hours

13 Final rehearsals are held in the auditorium during club period or on schedule

14 Advance notices are sent to each home room concerning the approaching assembly so that each student has been briefed as to what to expect in the program

If an assembly is scheduled every week, a small school may find it a problem to give an original program each time However, variety is always advisable in the programs and no school should fail to explore the possibilities of its community Assistance and

coöperation usually are available from government units, service clubs, libraries, and farm agents.

If the teacher in charge has sufficient time and a little ingenuity, every student in a school, regardless of its size, should be able to appear at least once a year on the stage. The educational policy of the military has convinced us that if a student is to retain knowledge, he must have a good reason for retaining it. Participation in meaningful activities furnishes a background for the development of other interests.

Types of Assembly Programs A detailed discussion of types and examples of assembly programs can be found in the numerous references cited in the bibliography. For a general and brief classification, however, we may use the following (48)

Special Day Programs Christmas, Thanksgiving, Easter, Armistice Day, Citizenship Day, Memorial Day, Career Day, Lincoln's Birthday, Halloween, Columbus Day, Navy Day

Special Week Programs American Education Week, Book Week, Music Week, Boy Scout Week, Cleanup Week, Negro History Week, Youth Week, Health Week, Brotherhood Week

Forums compulsory military training, intercultural problems, interracial understanding, propaganda, youth suffrage, socialized medicine, international relations, labor problems, how to improve the school, the student council, juvenile delinquency, social security

Demonstration Programs parliamentary law, football plays, science in the home, first aid, student council in action, faults of students, fashion shows, manners, radio workshop, education, deep-sea diving, voting procedures

Student Talent Programs variety shows, minstrels, senior talent, stunts, one act plays, talent hour, original poetry, dramatics, monologues

Programs by Outsiders unusual speakers, master musicians, U S Steel program, assembly service programs, national assemblies, Rotary Club program, speeches by ministers of different faiths, DuPont program, FBI program on crime, Bell Telephone Company programs, blind artist, opera star, Robert Frost on poetry, glee club from school for the blind

Musical Programs school sings, band concerts, folk songs, operettas, glee clubs, recitals, *a capella* choir, music appreciation programs

Honor or Award Programs annual awards program, honors day programs, athletic awards assembly, National Honor Society, scholastic awards, citizenship awards, music awards

Programs to Install Student Officers student council student body officers, boys' and girls' league, National Honor Society, class officers

Pep Rally Programs sale of stamps and bonds, athletics, school spirit and morale, school elections, boost the school paper, promote interest in activities, campaigns to raise money, patriotic rallies

Miscellaneous Programs freshman orientation, graduation assembly, fellowship program, movies, dramatic group, Hi Y program on character, convocation program, interschool debates, travelogues, Junior Town Meeting of the Air, pageants, United Nations Assembly, Library Club program, pioneer program, community appreciation program, Indian dances, vocational clinic, exchange assembly with neighboring school, safety program, subject departmental programs, demonstrating guidance program, better work habits, know your school

The Forum Assembly as a Prototype As an assembly program integrating the work of the assembly with the regular curriculum and building activity around current problems and issues of international significance, the forum can be

most versatile and challenging. After the capitulation in such a program, the chairman opens the meeting to the student body. Opinions may be voiced and questions may be asked of the speakers. The meeting takes on a lively and interesting atmosphere with many opinions expressed. Within the time limit, as many students as possible should participate. Note these typical open forum program suggestions:

An Open Forum Program (43)

1. Song: "America"...........Student body, led by a student.
2. Pledge to the flag...........Student body in unison.
3. Film.

After the standard introduction and a film pertinent to any one of the following subjects, a forum might ensue:

1. The new labor bill.
2. Significance of the Congressional attitude toward relief for Europe.
3. The Palestine problem.
4. Significance of the Palestine problem.
5. Democracy in Japan.
6. Traditional policy in Japan.
7. Significance of the Japanese situation.
8. The problems in India.
9. Our relations with Mexico. (Different students discuss each of the above topics.)
10. Recapitulation (Palestinian and Indian problems).

These values are expected from such a program:

1. Motivates the curricular activities.
2. Points the way to action without teachers dominating the assembled group.
3. Forum is a medium through which students are educated to be courteous to the performers and to the members of the audience.

4   Discussion tends to develop intelligent public opinion
5   Trains for community welfare work, leadership, personal conduct, responsiveness, and group consciousness

Evaluating the Assembly.   Unfortunately, little progress has been made in evaluating school assemblies In those schools where some attempt at evaluation is made, procedures are usually informal and irregular and administered through the student council, school paper, and faculty meetings in the form of opinion polls As Clark (8) has suggested, opinion polls should be used with caution, for example, neither faculty nor students will criticize a program if the administration resists suggestion and criticism

The evaluation of an assembly should proceed according to the standard steps in evaluating any phase of school work Emerging through discussions in the home rooms, the "core classes," or the student council, the goals should be clearly analyzed and expressed Comments overheard as students leave the auditorium as well as general opinion questionnaires used many weeks after an assembly have their place in the evaluation plan Informal discussions in the classroom or in other small groups about the value of the assembly should be encouraged School attendance has also been suggested as a factor in evaluation In one school, for example, it was found that throughout the year, attendance was better on assembly days than on any other day of the week Programs involving student participation were the most influential in promoting school attendance

The Future for School Assemblies   The assembly is likely to occupy a more important place in the life of the school than it has in the past Greater emphasis may be granted to its contribution to socialization and motivation The utiliza-

tion of student ideas, initiative, talent, and energy will receive increased emphasis, and most of the programs will emerge from classroom situations The concept of the assembly as extracurricular may change to the concept of the assembly as a regular part of the educational program Not least in significance will be the purpose of developing leadership, citizenship, and cooperation The programs will be conducted so that more audience participation with a high degree of student control and management will be included Assembly programs sponsored by commercial organizations, pressure groups, and assembly agencies will be minimized or completely eliminated

It is desirable that students choose such general topics for their assembly programs as military service, new vocational fields now demanding workers, the value of standardized tests, how to take a test, the school's employment service, scholarships for post high school education, how to seek a recommendation, types of letters to be written, and available library resources Consideration of general topics in the school assembly such as appearance, dress, grooming, etiquette, social or athletic skills, undesirable mannerisms, and shyness may lead to desires for individual counseling or for discussion in smaller groups

Finally, those teachers who have supervisory responsibilities for assembly activities will have received special training in techniques of group development and leadership Group procedures for group guidance will be included in the training of teachers and counselors

THE SCHOOL CLUB AS A MEDIUM OF GROUP GUIDANCE

The school club brings together a group having a common interest and provides for a wide variety of activity with potential opportunities to develop initiative, resourcefulness,

personal interests, cooperative planning, desirable intergroup relations, and other learning experiences in which pupils help to determine the goals and appraise their own progress toward these goals. The nature of club membership based on mutual attraction to similar interests makes the school club an essential part of the curriculum. Club activities should not be considered merely a supplement to the curriculum, they are part of the curriculum itself. By means of them individual differences are recognized and aided in terms of individual growth by discovering what pupils can do well and encouraging them to do these things better.

Through school club activities the school can provide for both present and future needs in recreation. For adolescent boys and girls especially these activities provide opportunities for desirable emotional and social development. Planning and presiding at meetings, organizing assembly programs, preparing exhibits and demonstrations, and participating in group discussions will provide the opportunity to assist pupils to become more effective citizens. Pupils learn how to work together to develop plans, how to select leaders wisely, how to adjust differences and disagreements, and how to appraise their progress toward the goals they adopt.

High school clubs have increasingly become areas of learning experience for which the pupils themselves have assumed responsibility. Information gathered from 1,045 high school seniors from seven Southeastern states indicates that only a small number of students are prevented from joining clubs by economic factors (41). Seniors who plan to attend college continue to maintain a keener club interest. The trend is toward small clubs to encourage actual leadership experience. The administrative encouragement of numerous small clubs is in keeping with the frequently emphasized social science aim in education of developing in youth the capacity

to work coöperatively in small groups. Conclusions from information received from these thousand-odd high school seniors point up the following facts and trends:

1. A larger number of girls than boys are enrolled in club membership.
2. Pupils living in town account for more memberships than pupils living on farms.
3. There is considerable variation in the amount of dues charged by clubs of the same name but in different schools.
4. There is a fairly close relationship between amount of dues and the size of membership.
5. Clubs reflect considerable range of student interest. The most popular are: Future Homemakers of America, Future Farmers of America, band, dramatics, glee club, journalism, "Y" Teen.
6. "Subject matter" clubs in such fields as English, history, mathematics, and science are not numerous.
7. With increase in age of pupil there is progressive decline in percentage of memberships represented by pupils who expect to go to college.
8. Boys who expect to go to college account for a larger percentage of all membership for boys of a particular age and residence group than is the case regarding girls of the corresponding age and residence group who similarly expect to go to college.
9. Only 50 of 1045 seniors reported that they belong to high school fraternities and sororities.
10. Dues do not keep pupils from joining clubs.

ILLUSTRATIONS OF SCHOOL CLUBS IN ACTION

The Social Club as an Experiment in Democracy (19). Statutory limitations of secret clubs does not solve the problem of providing for the social needs of students. To avoid the charge that social clubs were undemocratic, a California

school granted charters under the following provisions (1) All meetings of social clubs were to be carried on in a democratic manner in accordance with Robert's *Rules of Order*, (2) no secret ritual was to be permitted, (3) membership in each club was to be opened to all students regardless of race, economic status, or religion, (4) a minimum scholastic average of "C" was required for continuing membership, (5) all clubs were to abide by the rules of the junior college

As a member of a social club, a student has learned obedience and respect for maturity, knowledge, and experience, and to demand fair consideration and treatment from those experienced in social training Through participation in such worthy projects as the cancer campaign and the March of Dimes, club members have gained better understanding of the meaning of progress through cooperation and group action Members have also learned that courtesy and consideration are primary principles in behavior Bigotry, snobbishness, and ostentatious display of insignia are in bad taste and offensive to campus etiquette

Social clubs have developed a better understanding between students and instructors in and out of the classroom Discussions of budgeting of time for academic work as well as extracurricular activities have constituted an important part of every business meeting The objectives and activities of clubs have been in accord with the purposes of the school, that is, to encourage the most complete development of students, intellectually, physically, and socially The social club stands as a challenge to inspire improvement in personal adjustment in an atmosphere of friendliness

The Special Subject Area Club Assists the Guidance Program. Participation in health club activities may be more effective than a class activity Primarily based on superior

ability in sports and skills, the health or physical education club permits choices of such activities as tennis, bowling, swimming, badminton, football, and so on. The student with superior ability may serve as a leader in assisting the faculty sponsor. Such clubs provide a sense of belonging and of teamwork. In the Longmeadow Junior High School (47) those students most in need of aid in physical skills are assigned to the Gym Club for a minimum of one school year. This club meets once a week for a one-hour period and consists on the average of fifteen pupils. Needs are determined on the basis of an annual medical examination and the U.S. Naval Physical Fitness Test. The Clarke Case Study Form and Health-Habit Questionnaire (9) are also used to discover specific reasons for lack of physical fitness. In this form are notations concerning the student's academic record, weight, physical defects, recent illnesses or operations, and health habits. Individual conferences are held to act upon the information gained from the questionnaire.

Members of the Gym Club are not segregated from their regular classes in physical education. Frequent cases of social maladjustment because of feelings of inferiority in physical skills have been detected in club members. Members are regularly referred to such specialists as the doctor, nurse, or guidance director, and through the coöperation of instructor, parent, and specialist the student is frequently assisted in, living a normal life.

The High School Club as a Medium for Orientation for College. An excellent example of a high school club designed to implement the orientation service of guidance is the College Club of Dobbs Ferry High School (21). The purpose of this club is to assist students to make the transi-

tion from high school to college. The decision on the choice of a college is one of the most significant decisions of a lifetime; it deserves serious thought by the sophomore, junior, or senior high school student.

In this college club sophomores, juniors, and seniors planning to attend a college are eligible for membership. Four meetings a year are held beginning with an organizational meeting in November. At this organizational meeting the students plan the other three meetings, select topics they want discussed, and volunteer in committees of three or four to carry out the plan. A variety of activities is included. For example, one Christmas party was held at which the college students home on vacation were invited to discuss their experiences. Aspects of college life that differed from high school were described, and a lively question-and-answer period followed. At another meeting a director of admissions from a large university discussed "Pointers in Selecting a College." A college dean of women and a college dean of men spent an evening on "College Life in General." Other appropriate topics for discussion were "Transition from High School to College," "Life in a Girl's College and Life in a Boy's College," and "Financing College."

At the first meeting a college dean of women and the director of freshman personnel from a technical college sat with a panel of four freshmen college students. No one could leave this meeting unaware of the many changes which take place in one's life when one goes away to college. For other meetings two directors of admissions exhibited colored movies of campus life. A meeting dealing with "Financing College" included information on the problem of budgeting and planning for college expenses. When the club is visited by college personnel, members of the faculty are invited to

attend the meetings. This affords an opportunity for the faculty to obtain current information about the academic requirements of college—useful knowledge in guiding students. Members of the English, science, and mathematics departments have found this source of information most helpful.

In the Port Huron (Michigan) High School (49) a College Club helps its members answer such questions as "Which is the best college for me?" "Is it wise to attend a college because my friends are attending?" "How can I select a college most suited to my aptitudes, interests, personality, and abilities?" The club has three membership requirements: the student must be enrolled in a college preparatory course, he must maintain at least a "C" average, and he must be in the eleventh or twelfth grade. There are no dues; meetings are held twice a month; the offices of president, vice-president, secretary, and treasurer are elected by ballot.

Arrangements to visit college campuses are made well in advance by the club secretary, and the transportation committee is responsible for all traveling, usually by automobiles provided and driven by parents. Once on the campus, a tour begins with stops planned at all points of interest. The group is divided into small sections, and each section attends a class in one of the basic freshman courses. Three or four colleges are visited each semester. Before the trip home the members listen to explanations of the program by college officials. Some students accept invitations to remain with college students during the week end.

Included in the club's activities is a study of costs involved in attending college, scholarships, and part-time work opportunities. The only social event of the club is the annual spring dance for former students who are home on vacation from college.

The High School Guidance Club. The guidance department of Pocomoke High School, Pocomoke City, Maryland (14) has been successful in organizing a Guidance Club having the following aims and objectives (1) wholehearted assistance to fellow students, faculty members, and the school counselor in the adjustment of the school to the needs of the pupils and the community, (2) provision for continued educational counsel to pupils, graduates, and school dropouts, and (3) maintenance and promotion, through guidance procedures, of the physical, mental, academic, cultural, individual, social, and economic worth and dignity of students

The special services and functions of the club have included the procurement and dissemination of relevant data to assist in guidance, arrangement for prominent outside speakers representing many vocations and professions, the organization of a film program, participation in follow up surveys, assistance with preadmission advising and orienting, and participation in the administration and scoring of standardized tests

More specifically, certain members have acted as reporters for the high school paper With this activity they have interpreted the school philosophy and the guidance program for the student body through publication of such data as current developments in occupations, requirements for scholarships and college entrance, details about lectures to be given to high school students, and a series of profiles of outstanding senior students Other members catalogued appropriate free and inexpensive occupational and educational material, mailed letters and follow up questionnaires, and assisted in the care of motion pictures, slides, posters, charts, and other graphic materials on social, educational, and vocational developments

Outside speakers have represented educational, vocational, and military organizations such as colleges, schools of nursing, universities, life insurance business, the Federal Bureau of Investigation, the Western Union Telegraph Company, and the United States Marine Corps, Air Force, Women's Army Corps, Coast Guard, and Navy. A question-and-answer period held on the day following a speaker's appearance clarified vocational requirements, opportunities, and limitations. With the help of club members the club sponsor compiled a list of films with guidance and educational implications, emphasizing subjects such as the social and economic evils of alcohol, marriage as a partnership, writing effectively, acquisition of a vocabulary, the individual inventory, and adventures in various occupations and professions.

One of the basic services of the high school guidance program is the acquisition of factual data about students who leave school. The follow-up service is used to evaluate the effectiveness of the high school curriculum and guidance program in terms of the adjustment, progress, and the degree of success or failure which high school graduates have achieved. By discharging much of the clerical work in these follow-up studies, members of the Guidance Club assisted materially in obtaining relevant information about the former students, graduates, and dropouts and their reactions toward the school organization, curriculum, and the guidance program. An organized club group addressed, mailed, acknowledged, tallied, and filed the mimeographed questionnaires, forwarded letters, and supplied the guidance counselor with facts about former students. Closely related to the follow-up service is an occupational community survey of available part-time, late afternoon, Saturday, and vacation positions for school enrollees and of full-time employment for graduates and dropouts. Circular letters requesting employment

data and assistance from industrial and business concerns, stores, banks, civil service organizations, and the United States Employment Service are typed, mailed, filed, and tallied by the Guidance Club members

Each spring a Guidance Club team, comprising the school counselor and three or four students, visits the 'sending" school to discuss with the eighth graders the proper selection of high school courses, schedules, extracurricular activities, the ideals and traditions of the high school, the purpose and the nature of the marking system, discipline, correct study habits, and respect for school equipment Incoming freshmen are given the opportunity to visit high school classes and to talk with high school students and faculty

Although close supervision is necessary, Guidance Club members assist in the actual administration of tests and in the construction of diagnostic and self-interpreting profiles of the scores Most effective help is offered in establishing good physical conditions such as ventilation and adequate lighting in the testing rooms and in distributing the test materials

Although the success of such a club is dependent upon the enthusiasm and ability of the teacher who sponsors it, *this example demonstrates a most significant potential of the club as a medium of group guidance*

Guidance for the pupil is just as necessary in selecting club activities as in selecting courses This involves self appraisal, acquisition of information about opportunities, choices of activities, entrance and participation, adjustment through remedial assistance, evaluation of experiences, and replanning to make new choices when necessary (3) Performance in clubs provide first-hand anecdotal records of pupils which should become part of the personnel record Leaders also find excellent opportunities to assist pupils to appraise them-

selves and solve their personal problems Under the direction
of a skilled leader, pupils can resolve many personal conflicts
or worries Through informal discussion groups individuals
can solve dating problems, love affair conflicts, difficulties of
home relationships, and alleviate worries about friends,
etiquette, shyness, appearance Even morals, religion, philos-
ophy, and intercultural relationships are discussed freely
Such discussions should be under the direction of a trained
leader who will be able to refer those individuals who need
specific assistance to a trained counselor, psychologist, physi-
cian, or psychiatrist Club groups and home rooms, to be dis-
cussed in succeeding paragraphs, can provide group study of
the more common problems, but counseling rooms, group
therapy laboratories, or special remedial groups will often
be necessary for some individuals

THE HOME ROOM PROCEDURE IN GROUP GUIDANCE

What Is a Home Room? The definition of the home room
reflects school philosophy, purposes, values, and guidance
needs In a commonly accepted description, the home room
is "a regular school period, usually weekly, in which the
teacher or sponsor meets with an organized group of students
for the purposes of becoming intimately acquainted with the
members, and, through individual contacts, programs, and
activities, promoting the development of certain personal
ideals, knowledges, and habits not now regularly provided
for in the teaching of the traditional subjects" (34)

In terms of this definition, it is evident that the home room
is a feature of the junior or senior high school where the de-
partmental system is used In such a system the teacher tends
to be a specialist interested primarily in one subject or a
group of related subjects In the nonplatoon or nondepart-
mental elementary school the pupil is with one teacher for

the entire or almost entire school day In the modern high school organized upon a core curriculum basis as well as in the "self-contained elementary schoolroom the pupil feels that there is one teacher who is keenly interested in him and his affairs The home room is most useful, therefore, in the traditional subject organized, departmentalized, or platoon-organized school

Guidance in the Home Room. Emerging as early as 1862, the home room was one of the earliest devices to facilitate the efficient administration of the school According to the opinion of teachers in 268 selected secondary schools, the home room is a primary agency for certain guidance services Furthermore, more than half the secondary schools in the United States use the home room organization (32)

As a procedure for group guidance the home room is a controversial topic largely because the term 'guidance' has so many diverse implications to different people To some, for example, it means testing, to others vocational advice, and to others a collection of services performed by specialists The home room can be a procedure for group guidance in which the classroom teacher, the home-room sponsor, and the guidance specialist can all be used In the traditional school it cannot be replaced by any or all of the many other procedures for guidance

If properly administered, the home room becomes a school home for the pupil where he may develop a feeling of belonging and security Assistance is granted in developing wholesome relationships between teachers and students The student feels that at least one teacher is keenly interested in him and his affairs The home room teacher becomes intimately acquainted with the student by studying his human relationships, his difficulties with teachers and school

studies, his problems of discipline, his parents and home environment, and his attitudes, interests, and abilities. It is in the home room that the foundations of guidance are laid.

In the home room, too, the student may be assisted in choosing courses of study, in selecting a trade school or college for further training or in making vocational choices. He is similarly aided in his personal development, social skills, spiritual and moral values, family adjustment, and recreation. Conceived as a total school objective and closely related to the guidance program, the development of good citizenship can be partially realized through the medium of the home room. Good citizenship is found in promotion of school spirit and provision for practicing democracy often provided in home-room situations.

Students feel they really belong in and to the school because they become identified with a group of students who share the same interests. In some home rooms officers are elected, student committees are organized, parliamentary procedures are learned, and conferences are conducted. Techniques for developing an atmosphere of helpfulness, informality, and friendliness are numerous; for example, having older students serve as big brothers, examining yearbooks, learning school songs, making tours of the school, describing hobbies, or becoming familiar with handbooks are among the activities considered helpful (39).

Organizing the Home Room. With increased knowledge of the techniques of group guidance the usual home-room organization and activities may change. The group conference procedures, for example, found so useful in industry and in certain phases of military life, have definite application to home-room activities. In his description of the conference method as a possible home-room guidance technique,

Glauber (15) introduces an application of group dynamics to group guidance procedures Although not a detailed description of the conference method, it is worth while to consider some of the principles

Parliamentary organization and procedures are not the only means by which a group may make decisions Often a group "talks it out" until there is complete agreement or unanimous consent Every shade of opinion can then be heard and weighed In the conference method the leader carefully refrains from lecturing, encourages the group members to exchange ideas regarding their common problems and points of view, and permits anyone to express his opinion without fear of ridicule The leader opens the discussion by stating the problems clearly, attempts to keep the discussion from being diverted into fruitless channels, and summarizes the conclusions as he sees them The successful group conference attempts to identify the difficulty, its causes and possible remedies The leader adopts a simple but flexible plan which would include the aim or purpose of the conference, an outline of introductory remarks, a list of those ques tions and notes that are to be employed in the discussion and notes on concluding remarks It is helpful to use a thinking chart" developed on a blackboard or chart space as the discussion progresses The following events and situations are considered typical and occur in any well governed conference assembling a group, creating an informal atmosphere, initiating the discussion, directing the thinking and analysis maintaining rapport in the discussion, eliciting responses from all members, and summarizing

The student of group dynamics will recognize a most formal structure in the preceding principles and would not adopt such a procedure Nevertheless, even this type of procedure is an improvement over the traditional manner of

conducting a home room. For a more advanced type of group procedure the reader is referred to Chapter 11.

New techniques in group work may change the manner in which members are chosen for the home room and the number of people in such a room. Good conference groups, for example, range in number from ten to twenty. If the traditional thirty to forty pupils are assigned to a room, two or more divisions within the room may be desirable. Since the home room is a laboratory in democratic living, there should be included in each group students differing in intelligence, ability, curriculum, and background.

The Qualifications of the Home-Room Sponsor. The home-room sponsor should have the personal attributes of a good counselor and a background of training and experience in guidance. His academic training should include testing, child growth and development, mental hygiene, sociology, case study techniques, counseling, and group guidance procedures. The span of attributes should also include factors of democratic rather than authoritarian leadership, enthusiasm, understanding of children, and experience in fields other than teaching.

The selection of an untrained sponsor has contributed to the failure of many home rooms. In a questionnaire to teachers in 268 high schools, three quarters of the teachers said that they had nothing to say about their appointments, and while three quarters said that special training was needed to be a sponsor, only one half indicated they had even a limited amount of training (33).

In terms of school administration, the home-room teacher should be allowed time to practice good guidance techniques which require case studies, personal interviews, parent conferences, testing, and counseling. He should have access to

psychological and counseling services—in brief, the sponsor should have time to attend to the emotional and academic needs of the children.

When principals of 215 schools were asked to give their reasons for home-room weaknesses they listed the following items in order of frequency (note the relationship to inefficient sponsorship) (33):

1. Poor organization and general planning.
2. Lack of trained personnel.
3. Indifference of teachers.
4. Lack of understanding by teachers and pupils.
5. Lack of participation.
6. Lack of definite objectives.
7. Disciplinary problems.
8. Classrooms not suited to purpose.

To these we may add the difficulties indicated by teachers: insufficient time, lack of interest by the pupils, lack of overall program, lack of materials for pupils, too many clubs and activities for pupils, interruptions, lack of materials for the teacher, and public address system disconcerting. When well planned and staffed with sponsors who understand its purposes and practices, the home room can become a vital part of the traditional secondary school. The importance of the home room as an integral part of the educational program should be so accepted by the school administration that obstacles of administrative routine will not contribute to its failure.

The Future of Home-Room Guidance. The home room as a guidance factor will continue to serve as a successful device in the traditional subject-organized school. In other schools it may be replaced by the core curriculum. Superior guidance cannot be done in the home room alone; coördination of all

guidance services is necessary. When 215 principals were asked, "What is the most valuable thing accomplished in the home room?" they answered with the following items related to guidance (33): (1) guidance (individual and group) counseling, (2) opportunity for democratic participation, (3) educational counseling, (4) development of school spirit, (5) improvement of pupil-teacher relations, (6) orientation of new pupils, (7) development of pupil personality and leadership, (8) improved social attitudes, (9) instruction in the art of living, (10) coördination of school life and activities.

Not all the activities of the home room are a part of or contribute to the guidance program. Because administrators have found the home room a convenient method of coördinating administrative and extracurricular routine it is likely to continue even though it may fail as a guidance procedure.

Although the home-room plan, generally, has been the subject of much criticism, it continues to be a popular type of organization and can be a center for the development of a successful guidance program. Not only is it a place for potential curriculum development but it also provides an ideal place for pupils to develop such desirable personality characteristics as reliance, initiative, tolerance, self-discipline, and willingness to participate in decision making. It can bridge the gap between the guidance office and the pupil group. It provides a mechanism of transition where guidance data and curricular experiences can be integrated for a more effective program. The home room offers an opportunity for the adviser to observe closely the content of conversations, of interactions of group forces, and of reactions to school life. The adviser becomes acquainted with patterns of family living making him better qualified to assist adolescents to emancipate themselves from the home. In some cases the adviser is

asked to visit the homes of pupils and thus establish better rapport with parents as well as children

SUMMARY

Pupils learn most rapidly and efficiently when they have a genuine and highly motivating interest in their activities Too often the learner is given passive and receptive roles with no thought on the part of the teacher of the worth and dignity of the individual The efficient school permits each person to realize his potentialities and to strive to attain the highest level of performance of which he is capable Such activities as the school assembly, the school club, and the home room all discussed in this chapter, provide an opportunity for pupils to explore and discover new ideas, persons, and things, as well as to delve deeper into more familiar topics These activities have significant value in developing information, good human relations, and recreation The success of an activity is dependent upon student interest and, therefore, is subject to change from year to year Last year's stamp club, for example, need not continue this year if the pupils are no longer interested in collecting stamps If there was no camera club last year, but now sufficient interest is shown and a teacher-sponsor is available, such a club should be established

The school has a responsibility for providing instruction, leadership, and facilities for the learning of recreative and social skills which grow out of the culture and interests of children If we desire that children develop the behavior patterns of good citizens, then it is our responsibility to create for them actual lifelike experiences in the school where responses of good citizenship yield more satisfaction than responses of poor citizenship, pupils do not learn values simply by being told about them, rather they learn by

numerous experiences in dealing and communicating with other human beings. In these instances they learn to judge human character, how to sum up a situation, how to make friends—all important aspects of education.

Provisions for group guidance are made in home rooms, in student activities, in group conferences, and in work experience. The effectiveness of this guidance can be evaluated in terms of delegation to students of responsibility centered around adjustment problems of school, home, and community.

SUGGESTED PROBLEMS FOR STUDY AND DISCUSSION

1. Outline a program for a junior high school assembly with guidance as the principle objective.
2. Currently there is probably a lack of agreement regarding the boundaries between "group therapy" and "education." In your own thinking how is the school assembly related to "group therapy"?
3. The writers of this textbook feel that definite boundaries cannot be set, except as to purposes or emphasis, between guidance and education. How does this point of view apply to the school assembly or the school club?
4. How may sociodrama be used as a basis for the school assembly?
5. Give arguments for and against the home room being used as a place for "group therapy"?
6. The home room has to some extent gained a poor reputation in a guidance program. Why is this true? How can a good reputation be regained?
7. What is your interpretation of the meaning of "Citizenship Guidance Through Home Room"?
8. Does the home room have a place in a school operating under the "core course" plan? Explain.
9. What professional training in counseling should be required of the home-room adviser?

10. *List and describe some specific procedures whereby the school club can become a vital part of the school's guidance program*

11. *How can the professional school counselor be of service to the home-room or club adviser?*

12. *Why are guidance folders in the home room of value to the adviser?*

13. *In those schools having both a home room and core course why is it advisable for the core teacher to serve also as home-room adviser?*

14. *How can the guidance program bridge the gap between the home room as an administrative unit and the home room as a guidance laboratory?*

15. *How can the home room be used as the base for the student council, or school club?*

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6

Orientation as a Group
Guidance Approach

INTRODUCTION

In Chapters 4 and 5 some changing concepts of group approaches to guidance were considered. Following this discussion we noted examples traditionally included in discussions of group guidance: the student council, the school assembly, the school club, and the home room. In Chapter 6 considerable attention is given to the general guidance service of orientation. Chapters 7 and 8 follow with a discussion of the exploratory or general guidance course, guidance through the library and audiovisual materials, and guidance through community coöperation.

ORIENTATION AS A PROCEDURE IN GROUP GUIDANCE

Having for its specific purpose the assistance of pupils to make a better as well as a faster adjustment to school life, orientation is recognized as one of the basic guidance services for which definite provisions must be made. A pupil is well adjusted when he is in perfect harmony with his environ-

ment Although this is accomplished only in theory, an intelligently planned and continuous orientation service should reach all pupils in new school situations Such a service should be broad enough to include the new classroom, the new school activity program and new individual friendships

Orientation may be regarded, essentially, as a group process where a new group of individuals becomes better acquainted with the older group Newcomers are made familiar with traditions, purposes, rules and regulations, facilities, special services, the student body, and with curricular and extracurricular facilities Through guidance the newcomer is *assisted in a reconsideration of his goals and purposes in the perspective of a wider range of possible choices and more varied experiences* Orientation should provide opportunities for the faculty and student body to become aware of the needs and potential contributions of incoming members and, accordingly, adapt curricular and extracurricular offerings

During the school life of an individual it is possible to choose certain crucial occasions when orientation is especially necessary These may be stated as follows (1) the change from the environment of the home to the environment of the classroom (the preschool child is particularly in need of assistance at this time), (2) the change from the elementary school to junior or senior high school, (3) the change from senior high school to college or to vocational life, and (4) the change from one school to another Although there are other areas of school life in which orientation is vital we shall limit our discussion to these four situations

Orienting the Preschool Child to School Life Fortunate is the community having a kindergarten in which the child may be assisted to adjust to school life Since the kinder-

garten has no rigid requirements, it stands unique in being able to cut both vertically and horizontally through the whole field of subject matter, selecting from all fields that which will provide for optimal development. In cases where there is no kindergarten system the explanations appearing below must apply to first grade entrance. It is advisable for the teacher to know in advance something about the children even before they enter school. This information can be obtained by a variety of administrative devices. In some systems the elementary school counselor takes the full responsibility for gathering the initial information; in other systems the teacher obtains the information. In most schools a questionnaire is sent to the parent who completes it before coming to school for her first conference. Occasionally information is obtained solely from a parent-teacher interview.

Example No. 1

An ideally planned orientation program provides for a pre-school conference with parent and child. The mother introduces the child to the counselor who in turn introduces him to the teacher. During the acquaintanceship period the child remains alone with the teacher in his classroom, and the counselor sits down with the parent and completes the enrollment form while an informal interview is in process. It is at this time that the counselor, who does the writing, can speak with the mother about the school and gather some significant information about the feelings the parent may have toward the new school experience. At the close of the interview the enrollment form is given to the teacher who has had the opportunity to be alone with the child and introduce him to his room and prepare him somewhat for his first day at school with other children. Further orientation continues during the year by inviting room parents to evening discussions of such problems as methods of teaching, methods of home discipline, or objectives of the school.

A copy of an original enrollment form is presented below

Original Enrollment Form

Name of child _____ Date of birth _____
                                    Place of birth _____

Racial stock*
    Mother _____
    Father _____
Home address _____
Home telephone _____
Father's name _____
Mother's name _____
Father's business address _____ Phone _____
Mother's business address _____ Phone _____
Physician's name _____ Phone _____

What previous schools has your child attended?

School	Grade	Dates Attended
_____	_____	_____
_____	_____	_____
_____	_____	_____

Home environment   (check)
    Does he live in a house? _____ apartment? _____ hotel? _____
    How many rooms in his home? _____
    Does he have his own room? _____
    If not with whom does he share it? _____
    Does he sleep alone? _____
    Where does he keep his play materials? _____
    Does he have shelves? _____ or cupboards? _____
    How much do you expect of him in caring for
        his belongings? _____
    Is there play space in the yard for him? _____

* The inclusion of this data may be illegal or inappropriate in some
localities

Original Enrollment Form (*continued*)

Has he any speech impediment? ___ Does he use baby talk? ___
Is he sensitive to new words and does he ask their meaning? ___

Social experiences:
  With whom does he play? _____
  Age of playmates _____
  What type of play is usually carried on? _____
    Activity? _____ Quiet? _____
  Is he shy in new situations? _____ Aggressive? _____
  Does he tend to lead or follow when playing with others? _____
  What community experiences has he had? _____
    Underline
    Church, grocery, market, dairy, beach, parks, railroad station,
    airport, art museum, science museum.
  Has he visited a farm, train yards, any factories? _____
    Name: _____
  By what means has he traveled? _____Underline:
    Car, bus, train, plane, boat.
  To what places? _____ Name: _____

Nature experiences:
  Has he any pets? (name them) _____
  Has he a garden? _____
  Does he take some responsibility for these? _____
  What other natural experiences has he had? _____

Aesthetic experiences:
  What lessons has your child had? _____Underline:
    Dancing, art, music, riding, swimming.
  What are you planning to do to cultivate these interests? _____
  _____
  What musical instruments are in the home? _____
  What musical expressions are parents interested in for them-
    selves? _____

Original Enrollment Form (*continued*)

Needs
   Please describe frankly any points in which the child needs
   help (discipline, food difficulties, behavior of all kinds)

_____

Environment
   Psychological status of child in his home _____
   His responsibilities in the home _____
   Attitude of the mother   overprotective _____ harassed _____
   indifferent _____ positive _____

Interests
   Amount of play time mother devotes to child
   Mother's attitude toward child's preferences and interests
   Nature of the demands made upon each other

The family
   With how many persons does child share belongings and status?

_____
   Position of servants in household _____
   Amount of tension caused by relatives living in home _____
   Educational background of parents _____
   Attitude toward adopted children _____
   Degree of marital happiness _____
   Special abilities and interests of parents _____

Physical aspects
   Child's ability to withstand strain of school? _____
   Effects from disease or nervous disorder? _____

Emotional status
   Demands of the parent upon the child _____
   Demands of the child upon the parent _____

Language
   Child's ease in self expression? _____

Original Enrollment Form (*continued*)

Relation of physical and mental tension to free expression?

_____

Social experiences
  Degree of peer acceptance? _____
  Experiences outside immediate environment _____

Experiences with nature
  Fear of animals? _____
  Travel to and appreciation of, other communities _____
  Efforts expended by parents to acquaint child with different
    communities _____

Aesthetic experiences
  Degree of family attention to the arts? _____
  Imposition of art interest on child _____
  Degree of acceptance or rejection of these interests? _____
  Interests of entire family manner of spending leisure time ___

_____

Needs
  Parents' awareness of child s needs? _____
  Willingness to cooperate to meet these needs? _____
  Nature and amount of educative experiences desired for child?

_____

Example No 2 (29)

Friendly visits between each mother and the teacher during the first four weeks of the semester are encouraged The visits are held in the schoolroom in the afternoon after school The general content of the talks concerns such topics as the general arrange ment of the room including the materials used by the child the policies of the school the child s history, the importance of ac quaintanceship The teacher tabulates the information about all

the children and the final summary of data indicates the needs common to the group The individual records become a reference source throughout the year for guidance

Example No 3 (18)

Parent teacher half hour conferences are held during the first week of school instead of requiring regular pupil attendance During the interview the child plays with toys and has freedom to explore the classroom Subjects of the conference include the need to permit the child to come to school alone or with the child to put on his own wraps, and the policies of the school such as labeling all outer clothing the milk and cracker lunch school hours, and transportation The teacher used a conference guide including items about physical and social characteristics leader ship in group play, emotional traits, degree of independence, speech difficulties, and educational background Following the conference an older child, who acts as guide, shows the parent and prospective pupil through the building These conferences make it possible to avoid first day registrations eliminate first day clerical work such as checking birth and vaccination certificates, and to prevent unpleasant first day family scenes

Example No 4 (30)

Kindergarten children are invited to visit the first grade room They observe the first graders count their lunch money, talk about the weather, mark the calendar, write news of the day, count the number of visitors The first graders then present a program tell ing of the many things they do during a school day For example, "We dance, we make things we paint, we march we write, we read, we do numbers we draw we sew, we sing The children select songs and sing for their visitors Just before the visitors leave the teacher takes the addresses of the new children The prospective new first graders become acquainted with the teacher, the room and the possible activities

Example No. 5 (1)

Parents and their preschool children visit the kindergarten in the spring of the year to observe the children play games, sing songs, engage in dramatic play. A survey is made early in each semester to determine the names of children who will enter kindergarten the following semester. Each child is sent an invitation asking him to bring his mother to school on a given day. On visiting day the prospective kindergarteners and their mothers assemble in the auditorium where they are given a few suggestions by the principal on how to observe the demonstrations. An observation sheet is given to each parent.

Example of Observation Sheet

Observation suggestions:

1. Keep yourself in the background by being as quiet as possible.

    a. Little children have short attention spans and are easily distracted by movements and conversations.
    b. Little children have weaker voices than adults and cannot be heard above confusion in the room.

2. Look at the group as a whole.

    a. Informal conversation periods provide opportunities for each child to be the center of attention.
    b. The teacher uses such periods to become better acquainted with the child. Interests, levels of learning, and vocabulary development are brought to light.
    c. The game period provides opportunity for taking turns, following directions, and developing muscular skills.

3. Select one child in the group to observe. Watch the way he responds to various situations.

    a. Does he participate actively or passively?

b Is he showing enjoyment?
c Does he cooperate with the group and the classroom teacher?
d Does he desire more attention?
e Does he create problems in the group?

Following the demonstration the mothers take their children to the gymnasium where the children who care to participate are divided into small groups supervised by one or two mothers who play games, read stories and help them become acquainted with one another Talks are given by mothers of kindergarten children on methods used to help their children adjust to school The school nurse explains the importance of a physical examination and the availability of school specialists such as *the psychologist* and speech therapist The teacher explains *the general nature of the* kindergarten, what she expects from the group, and how parents can assist A final meeting of parents and teachers then terminates the day in the form of a social hour where mothers become acquainted with one another

The parent and other adult education programs of study offered in parent teacher association groups or as curricula in high school and college should contribute to a better adjustment from home to school life Mutual parent teacher study of children where the parent is oriented to the purposes and procedures of school life and *where the teacher is* given information about the home life of the child is rapidly becoming a standard practice in nursery and kindergarten *education*

Primarily, the required physical examination either *by the* school or the community *affords opportunities* for conferences with parents When the health data are provided to teachers and guidance workers the orientation procedure is facilitated Supplementary to conferences, bulletins *from the* school to parents may be used *to acquaint parents with ideas*

for assisting their children to enter the new school environment.

Orientation in the elementary school is by no means terminated once the child adjusts to the nursery, kindergarten, or first grade Each new grade usually requires the inauguration of a new teacher with whom the pupils must become acquainted The teacher, too, finds it necessary to interpret and verify information from the cumulative record or to gather new information about each child Newcomers to a group must be made to feel that they belong, to feel secure, to achieve success, and to feel of value A skillful teacher will permits pupils to share with her in the planning of rules or procedures for learning Usually small group discussion will reveal or modify attitudes, beliefs, and knowledge The "emotional climate," which refers to those environmental conditions that will aid the child to maintain a kind of social status that will guarantee him a fully accredited, accepted, and respected membership in a social group, is so closely integrated with all ongoing activities of the class that to separate it from consideration as guidance is an impossibility

ORIENTATION FROM THE ELEMENTARY TO THE JUNIOR HIGH SCHOOL OR SENIOR HIGH SCHOOL

The traditional junior or senior high school is organized on the departmental plan requiring a pupil to work under possibly seven or eight different teachers The transition from an elementary routine centralized about a single teacher to a program involving several teachers offers a significant adjustment problem The junior high school was designed specifically to provide a smoother transition of a pupil from elementary to secondary school That this objective has been accomplished is conjectural, nevertheless, some progress has been made

Pupils coming from elementary to the secondary school want to know the answers to such questions as How can I change my pattern of study? What courses should I take? How do I join a club in this school? What's a home room? Where's the counselor's office? How do I get a locker? Is the gym teacher the coach? What's a registrar? Why do we get so much homework? I'm the only one in my home room from Washington School Can't I get into another group?

Questions such as these indicate the confusion of transition Problems arising because of the departmental system added to the increased size of enrollment and the new geographical location, necessitate an effective orientation program before and after the pupil arrives at his new school Orientation should assist the pupil to make a quick and satisfactory emotional and psychological adjustment to a new situation Pupils need to be initiated into situations of school leadership and successful experience This is one of the desirable features of the core curriculum described in detail in Part III Here we find the guidance function of orientation so closely integrated with the curriculum, student body activities, and community relations that it can scarcely be isolated

The examples presented below have not been selected because of their perfection Nevertheless, they do suggest many of the desirable features of good orientation and represent the possible variations to meet individual school needs

Example No 1 (20)

The social studies department of the Portola Junior High School has proposed the following orientation program Early in the spring the sixth grade teachers introduce 'Life in a Junior High School' Student speakers from the junior high visit the sixth grades to explain junior high school life, to answer questions about proper clothes, social activities, and accessibility of food

A group of junior high pupils may then present a vocal quartette, a string ensemble, a science project, or an English discussion The sixth graders then have an opportunity to ask questions on class room work.

Later all sixth graders visit the junior high school where they are introduced to the faculty and are taken on a tour of the school After the tour they meet together to ask questions of the coun selors, the teachers, and administrators When they return to their own school the teacher makes notes of further questions they ask about the junior high school A seventh grade handbook incorporates these questions as a further means of orientation This handbook is profusely illustrated with cartoons which assist in relating in narrative form a picture of junior high school life

Example No 2 (26)

Lafayette Junior High School attempts to meet the B7's before they enter the first day of school and to extend the orientation program into the semester in several phases of school life The program is designed to assist to integrate the curriculum, student body activities, and community relations for new pupils The plan calls for the grade counselor to prepare for the new class by com piling data regarding achievement, health, and citizenship for the new cumulative records and to assign pupils to home rooms and classes Acting as class sponsor the same counselor guides his group through junior high school The home-room teacher usually assists his students from the first day as B7's to graduation

Parents receive a letter from the vice principal as follows To the Parents of Boys and Girls Who Will Enter Lafayette Junior High School in September

Dear Friends,

Your boys and girls will be most welcome at Lafayette School pupils will be received and will meet their teachers in the auditorium We suggest that they might bring either a sandwich or fruit to eat in the middle morning or that they bring a little

money to buy food It will be an exciting morning and we are sure that they will be hungry before school closes at 12 20

Each day pupils should either bring their lunches or money to buy lunch After the first week, those who live within four blocks of the school and who have someone at home to prepare their lunches may secure noon passes These will be issued only on the personal requests of a parent or guardian, who must come to school to make the request Our school also serves breakfast every morning If your children do not eat breakfast at home, they can eat here at school The prices are very reasonable

All pupils need to provide themselves with notebooks, paper, and pencils These can be purchased from the Student Store here at school For physical education, boys need shorts, tee shirts, gym shoes, and socks The shorts and tee shirts can be purchased at school Girls need shorts, blouses, white socks, and gym shoes Regulation physical education outfits for girls may be purchased at Grant's Eastern Columbia, The Broadway, Millhrons, The May Company, and Bullocks Pupils will be shown the kind of gym clothes to buy after they enroll We advise you not to buy these until after school starts There is also a towel fee of fifty cents for both boys and girls This fee will be collected the first or second week

Textbooks, hall lockers, and gym baskets with locks are furnished free to all pupils but a fee is charged for undue damage or loss Our school also has a library from which books may be borrowed by all pupils free of charge

Lafayette Junior High School also sponsors *Lafayette Center,* which *provides a recreation program for the young people of this area* The Center is open from 3 00 o'clock in the afternoon until 10 00 o'clock at night Clubs, dances, playground activities, television, camping and Toy Loan are among the many recreational opportunities The playground is open on Saturdays from 10 00 A M until 9 00 P M and on Sundays from 12 00 'till 6 00 P M

Our school also has a *Parent Teacher Association which meets at school* You will receive invitations to their meetings We hope that you can attend But whether you can or not, we want you to

join, for our PTA helps to make Lafayette a better school for your boys and girls.

We are looking forward with pleasure to meeting your children and becoming acquainted with you. Lafayette is a friendly school, and we shall do everything possible to make everyone feel welcome.

<div align="right">

Cordially yours,

_____

Girls' Vice-Principal

_____

Boys' Vice-Principal

</div>

Good positive relations are established before teachers and parents settle down to the serious business of school. For example, the English-social studies department helps to plan B7 orientation activities. The curriculum aspects of the program are so integrated into the overall experience that it is difficult to separate the various functions of guidance, curriculum, school service, and community relations. The orientation activities of the first three weeks of the semester are scheduled during the social studies and English double periods.

The opening day:

The day starts with an extended home-room period, followed by short periods in another home room and ends with an assembly. The B7's meet in the auditorium during the first home-room period. Signs bearing the names of the elementary schools from which they have just been graduated indicate groupings. Pupils are greeted by the counselor and by members of the hospitality committee. Home-room teachers escort the groups to their home rooms. Meanwhile, in all other home-room groups, the students are being prepared to welcome their new schoolmates. Display cases and bulletin boards exhibit the products of school activity. During the final assembly pupils are welcomed as a part of the student body. Members of the hospitality committee act as hosts and hostesses and escort B7's to the cafeteria for lunch.

The school paper

The first edition of the school paper is devoted to B7 orientation Pupils of the A7 English social studies classes are responsible for this issue Bearing many aspects of a pupil handbook, the paper has the added advantage of being more flexible In it can be found the usual messages of welcome, a plan of the buildings and rooms, names of teachers, bell schedules, club information and descriptions of school activities A7s write their impressions of their first days at school

School tours

Student body officers accompany groups on tours The groups have been prepared by teachers in English social studies classes Each building is visited The tours are followed by discussions in the classrooms, the aim of which is to build understanding and pride Later, the pupils write stories about the tours as part of the regular curriculum and content for the school paper

Library orientation

Each B7 English and social studies class visits the library and receives initial library instruction from the librarian After these first introductory lessons, the classes are scheduled to go to the library regularly for one period every week

Reception for B7's and their parents

A reception honoring the B7s and their parents is held some time during the first week of each semester Parents and pupils are greeted by the faculty and student leaders The grade counselor conducts a short program in which people are introduced, the junior high school curriculum is explained, and a motion picture is shown which describes the activities of the school The movies include pictures of the new B7s as they emerged from the auditorium to go to their home rooms on the first day of the semester

B7 party

Sometime during the second or third week of the semester, all B7s are invited to a party sponsored by the vice principals and

the hospitality committee The student body officers conduct the party at which are presented skits produced by the girls' and boys' physical education classes, quiz shows at which anyone asks questions (usually taken from material which the English social studies teachers have used in the B7 orientation unit), and at which photographs are taken of quiz winners

Orientation meetings

The B7's meet at three meetings in the auditorium during the first three weeks of the semester The grade counselor conducts these meetings centered around the theme, "Who are the people to help me?" Here the registrar, attendance supervisor, nurse, and health coordinator are introduced At another meeting various staff members are presented The secretary, for example, explains her job, followed by explanations from clerks from the bookroom, the attendance officer, and the counselor Custodians, gardeners, student body manager, cafeteria manager, vice principal, and principal all get their turns The last meeting stresses student service, activities, honor groups, student group organization, safety organization, cashiers, clubs, and any other phases of school life

Choosing B7's to visit elementary school

Elementary sixth grades are visited by former pupils who are now B7's in junior high schools The prospective pupils are made acquainted with junior high school life All B7's participate in the preparation of the speeches which are an outgrowth of a class activity in writing stories about their experiences in junior high school Each English social studies class chooses a representative to make the visit.

Example No 3 (16)

Central High School has an orientation plan for high school freshmen which is jointly sponsored by the school and the Parent Teachers Association In April, each "feeder" school provides a mailing list of prospective high school pupils Elementary teachers of the prospective high school pupils are invited to attend a

general meeting at which arrangements are made for a visiting day at high school At a meeting of the high school PTA the registration procedure, curriculum, graduation requirements, and school policies are explained by administrators, teachers, and students To each member is distributed a forecast booklet explaining the high school program and containing a form on which preregistration is completed

In order to avoid bus and classroom overloads pupils are invited by building groups for a day of high school visiting The groups are welcomed by a committee, usually freshmen guided by advisers, which assigns each prospective pupil a "big brother or sister" Following the visit a member of the staff calls at the various schools to answer questions, to arrange for transfer records, to assist in completing preregistration forms, and to inform students of the procedure on the opening day in September

In the autumn a special half day of school, prior to the actual opening day is prepared for incoming pupils The pupils go to a previously assigned room where the plans of the day are explained by a proxy teacher (high school student) Each pupil is given an opportunity to find his assigned locker and to practice the combination When pupils return to their home room they are given study schedules and then on a ten-minute basis they attend their classes where a proxy teacher takes roll and explains the class procedure according to instructions Finally, pupils attend a general assembly where they meet student officers and are taught some yells by the cheer leaders for the coming football season

Example No 4 (12)

Washington High School attempts to orient new students by having them arrive *with their program well planned* and with some idea of the extracurricular activities they might enter A major way of doing this is through work done at the junior high school by the high school advisement director in cooperation with the high school counselor About the middle of the last semester at school pupils and parents are invited by the junior high school to a meeting in the auditorium to hear a talk from the high school

guidance director who outlines in detail subjects to take for college entrance and those to take for well balanced noncollege courses Pupils are urged to plan a course to fit needs, abilities, and future aspirations The high school counselor then explains the various extracurricular activities of the high school Each pupil is given a booklet, "Planning for High School" Later he discusses his future with the junior high school home room teacher who assists him to make a tentative list of subjects to take during the ensuing three years

In the junior high school each pupil is given a test of algebraic ability and the tests are scored at the high school The future class counselor and the advisement director then make plans to come to the junior high school to give individual counsel to each student in planning high school programs The counselor will have studied the cumulative folder, noting test results, teachers' reports, mental ability, and reading, language, or other placement tests The final program card is taken home for parents' signatures Parents are invited to confer with the high school counselor if they wish

During the last week at junior high school the pupils are invited to spend one morning at high school This is always during an examination period They assemble in the auditorium for a half hour program including a welcome by the president of the student council, some timely tips based on personal experiences, and appreciative responses by the incoming 10B class presidents Pupils participate in a screen slide talk, Floor Plans and Traffic Rules," followed by the taking of a reading test and a mental maturity test These tests are used to select pupils for reading improvement classes

On the day of entrance in senior high school pupils get their program cards and go immediately to their home rooms For the next two or three days the home room teacher is primarily concerned with the orientation program Much of this centers around the discussion of a student handbook in which is found rules activities, and other administrative details such as absence, bell schedules, types of appropriate clothing, and care of equipment

Pupils are shown a film, 'How to Study,' followed by a discussion 'You and Your Record' is explained by slides and the pupil is initiated into making and writing his own record both in the classroom and in outside activities

During the second week a morning session in the auditorium is assigned for "New Pupils' Activities Day" Advantages of participating in school affairs are discussed The assembly is followed by meetings of special interest groups such as audiovisual work, stage crew jobs, forensics, cheer leading, dramatics, music, and so on Later the school librarian prepares two talks to orient new pupils to the school library Finally, the counselor explains opportunities for winning scholarships and urges all prospects to see him as soon as possible

ORIENTATION FROM SENIOR HIGH SCHOOL TO COLLEGE OR VOCATIONAL LIFE

Whether it be to avenues of continued education in college or industry, orientation to post high school life is a responsibility of both the high school and the receiving school, e g, college or trade school Specific attention shall be granted now to orientation to college life and such examples as the Career Day or the community occupational survey for the discussion or orientation to the industrial world will be cited

Even though their native abilities would permit them to succeed in college, many students withdraw during their freshman year because adjustment is too difficult Unless students have a relatively clear idea of college routine, expectations, required finance, necessary budgeting of time, and a myriad of other needs, they are bound to face serious problems of adjustment

Not all high schools are specifically college preparatory in curriculum, in fact, most rural high schools are controlled by the community's demand for specific vocational training

Furthermore, the current methods of high school teaching differ from college teaching; for example, college class assignments are longer, and reading of subject matter is more difficult, as a student must take more independent initiative in using library resources. Additional difficulties arise for the college freshman by being confronted with a wide choice of subjects, departments, and vocational preparatory courses, most of which require a definite sequence of prerequisites. The student body of the modern public college is comprised of people from all types of social environment, somewhat similar to the small cosmopolitan city whose population is representative of several vocations. The college freshman, therefore, must adjust to new social standards of living, to new living conditions, to roommates of different religious faiths or even racial backgrounds, to new patterns of thought —and yet maintain his own values, ideals, and morals.

The orientation program should assist the student to become acquainted with: (1) the physical plant, (2) the customs, rules, and extracurricular activities, and (3) the curriculum. This requires coöperation between high school and college in planning orientation activities in the spring before students leave high school and continuing after they enter the new school. In some high schools, for example, precollege orientation meetings feature speeches by college students or by college dropouts followed by question and answer discussions; high school counselors make careful studies of college curricular offerings, and careful attention is given to library skills needed by prospective college students.

It is also rapidly becoming customary to introduce preliminary testing programs. Some programs, for example, call for the testing to be administered in the high school in familiar surroundings. When the testing is done in the high school senior year or in the summer, it is possible for the

college to obtain information regarding academic potentialities, special deficiencies or special aptitudes, and other personality characteristics Assistance can then be given in determining aptitude for college, in planning a college educational program, and in considering suitable vocations Space permits the inclusion of only one example, but for the reader who is interested in this kind of orientation it is suggested that further study be made of personnel services in higher education (32)

Example No 1 (13)

Michigan State College has inaugurated summer counseling clinics primarily for assisting those high school graduates who plan to enroll in the college in the fall In these clinics the high school graduate can find professional counselors to assist in making educational and vocational choices *The graduates are brought on the campus for a period of orientation testing and counseling* to help them determine their interests and aptitudes and to introduce them to campus life *Here they have opportunity to make friends before college begins* By means of organized tours of the campus and buildings, question periods, observation of dormitory living introduction to college songs and the use of college recreation facilities, prospective students become oriented before the regular term begins *The selection of fall term courses and much of the enrollment are completed* Announcements of the program are forwarded to high school graduates, along with a brochure explaining the details

When students arrive they register, meet with counselors, take tests, and participate in campus tours luncheons, and other social activities The afternoon assembly features singing, speeches, movies, a get together party, question and answer sessions, *talks on possible problems, counseling interviews, and special testing* In the evening students participate in informal discussions on dormitory living, procedures for registration, and movies Another day is scheduled for speech and hearing tests, meetings with

school representatives, counseling interviews, and completing evaluation questionnaires.

In this example we see an attempt to modify the almost universal practice of calling freshmen together in the autumn before the regular classes begin. The activities commonly crowded together in "Freshman Week" should be extended throughout the summer and the first semester. The familiar pattern has required the incoming class to register, take entrance tests, become acquainted with the campus, and participate in social functions. Modern trends indicate that initial testing is held to a minimum, with aptitude and personality tests reserved for orientation or guidance courses. Physical examinations, formerly scheduled in one week, are now distributed throughout the semester. Large lecture groups are now organized into small discussion groups to consider the varied novel situations and adjustment problems arising during the first months of college life.

The orientation course still continues as a common feature for incoming students. Topics of consideration in this course have changed little throughout the last thirty years (9). In this course the student is introduced to the subjects of How to Study, Recreation and Extracurricular Activities, Social Development, Personality Development, Use of the Library, Vocations, Sex, Courtship and Marriage, and less frequently, The Philosophy of Christian Living (14).

The Orientation Course. Although it is difficult for purposes of discussion to isolate the orientation course from a general guidance course described in Chapter 7, it is so commonly used that we should give recognition to it. The orientation course is designed to assist the student in the numerous and varied problem situations which arise through-

out the semester The course provides many opportunities for
student leadership and for individual participation through
committees and small group discussions

Whether accomplished in an orientation class, a core class,
or a nonclass orientation program the more obvious imme-
diate orientation tasks have been adequately described by
Bennett (5).

1. Learning about school and community facilities This learning
   is not easily achieved and when the scope is increased to
   learning about the world, learning about cultural develop-
   ment, and learning an occupation, then orientation can
   scarcely be isolated from general education

2. Learning how to use available services and resources of the
   professional personnel of the institution Accomplishment of
   this objective is realized when students learn to use the insti-
   tution's services of health, finance, placement, and library
   Tours of offices and movies showing services in action may be
   helpful supplementary devices

3. Learning to adjust to new people Making new friends acquir-
   ing skills in conversation dancing improving personal appear-
   ance, poise, tact, and self confidence are all part of an orienta-
   tion program

4. Learning about self assets and liabilities and using the in-
   formation to make choices and plans This requires knowledge
   of purposes, values and content of curricular offerings so that
   choices of subjects may be made wisely The values and oppor
   tunities of extracurricular offerings must also be examined

5. Learning more about vocational activities as one basis for the
   formulation of long range plans in harmony with interests and
   abilities

6. Learning how to study and learn effectively and how to evalu-
   ate progress

7. Learning how to be a good citizen by developing traits of
   leadership and democratic social interaction This involves the

acquisition of such traits as desirable self dependence, dependability, social sensitivity, and self direction in all aspects of living

8 Learning to choose actions according to a desirable set of values

SUMMARY

Orientation is one of the significant services provided by a well organized guidance program It has for its specific purpose assistance to pupils to make a better and faster adjustment to school and community life

The occasions when orientation to new situations is crucial have been discussed in the categories of the change from the environment of the home to the environment of the classroom, the change from the elementary school to junior or senior high school, and the change from senior high school to college or to vocational life

The numerous examples selected from the actual operations of school systems contained the following ideas for orientation Speakers from the receiving school orient pupils from the sending school, pupils visit their future school classes and buildings, handbooks and bulletins are given to newcomers, letters are written to pupils and parents, the school paper assists in describing the future school, parties are given for incoming pupils, counseling (including summer counseling clinics) are used frequently, and the ' big brother and sister plan" is adopted widely Regardless of the method some kind of continuous orientation service should reach all pupils in new school situations

SUGGESTED PROBLEMS FOR STUDY AND DISCUSSION

1 Which of the following adjustments are most difficult for an individual? Why?

    a Kindergarten to first grade
    b Sixth grade to seventh grade
    c Grade school to high school
    d High school to post high school life

2 Describe the major purposes of the ninth grade orientation program

3 What might be included in a senior orientation class?

4 Explain "Orientation is a process, not an event'

5 Outline several aspects of the orientation process at each of the following age levels

    a Nursery school or kindergarten
    b Junior high school
    c Senior high school
    d College and technical school
    e Adult

6 Outline some possible orientation activities for

    a 'Freshman or Orientation Days or Week"
    b The orientation course

7 Evaluate the following methods for orientation

    a Lecture
    b Introductory psychology class
    c Tests
    d Individual counseling

8 How can a well organized orientation program raise the average scores of high school pupils?

9 How can the effects of an orientation program be evaluated?

10 What improvements would you suggest for the orientation program of a high school of your acquaintance?

11 How would a *Study Skills Class* be classified as an orientation device?

12 Describe the kinds of written materials that may be used to "bridge the gaps"

13 How is it possible to initiate an orientation program through the curriculum?

14 Why is it especially important that attention be given to orientation in different cultural patterns?

15 Why should the high school assume responsibility for orienting pupils to post high school life?

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7

Group Guidance Procedures
as Curriculum

GROUP GUIDANCE IN ORGANIZED COURSES

The General Guidance Course as an Approach to Guidance
Emerging from the vocational guidance movement is the general guidance course (sometimes called exploratory course) most generally found in the junior high school grades. The purpose of such a course is to introduce the student into the world of work and to provide him with sufficient vocational information to motivate an interest in investigating possible avenues of vocational life.

Emphasis has shifted however from detailed vocational information to wider areas dealing with life adjustment problems and opportunities. In the traditionally subject organized schools the subject matter teachers are expected to develop occupational information related to their fields. Included in this chapter therefore will be examples of the guidance activities of these teachers.

In the general guidance course are usually found activities leading to self inventory, self analysis, and self planning for

the future. Group discussions growing out of the general guidance course lead directly to individual counseling, and thus group guidance and individual guidance (counseling) are complimentary.

Illustrative of the procedures which may be used in the course is what has been termed the precounseling orientation period (27). The precounseling orientation system gives the group an overview of what the counseling service is; for example, what the counselor can offer or what tests can do. It is usual to begin with a general group discussion regarding an example of a graphic profile of test results or a film presentation of guidance techniques. An attempt is made to assist the student to see relationships between his goals and the means for reaching them through informational techniques. Students are encouraged to ask questions and to make personal application of the results. Appropriate topics for group discussion in a precounseling orientation period are:

1. Counseling opportunities available.
2. The occupational families and pyramid.
3. The United States occupational trends.
4. Factors in planning.
5. Counseling potentialities and limitations.
6. Levels of personal counseling.

During further group meetings tests may be taken; material related to personal problems may be read; and practice may occur under supervision. Further discussion ensues concerning the types of tests and their uses, values, limitations, and relationship to vocational planning.

It is in the general guidance course that the student is formally introduced to vocational education, that is, that part of education which assists the student to adjust to useful

employment The course is a preemployment phase of life and includes a study of the great diversity of occupations with their different requirements in the human qualities of interest, aptitude, ability, and temperament Successful vocational education requires continuous pupil guidance preceding and during the occupational program The emphasis on the vocational educational phase of the examples given below will be readily recognized

Example No 1 (15)

At Grosse Pointe all ninth grade students begin their vocational preparation by taking a one semester course in vocational guidance In this course students are given an opportunity to explore opportunities in the vocations and to prepare themselves to make more accurate selection of courses in their forthcoming senior high school year The course begins by developing an understanding of the reasons why people work, how certain basic occupations first developed, and how further specialization of work evolved By means of studying the suggested units students learn to understand the Industrial Revolution and its many effects on the world today They also develop an understanding of the corporation form of business enterprise and the position of labor unions in relation to the capitalistic system

After a study to develop economic background a survey is made of the occupational world Students learn that there is no easy way to choose an occupation and that no one is destined for one certain occupation Because of certain similarities the more than 20,000 occupations can be grouped in classifications and a person can be attracted by interest and abilities to one or more occupations within a group Students take at least one field trip to such corporation plants as the Ford Motor Company and they are shown numerous occupational movies and filmstrips

Each student completes a Vocational Background Record from which the counselor can detect clues to hero worship of the father

or other family members, and from which a thorough check can be made of the validity of the student's vocational profiles on the Kuder Preference Test A study is made of the results of past standardized tests, of intelligence, reading, and mathematical ability Each student also makes a self inventory of his character and personality traits Parents and teachers rate such character and personality traits as courtesy, self control, self direction, dependability, and intelligent followership Approximately one week is spent in working out the Kuder Preference Test which entails a study of the words used in the test

After the Kuder Test has been completed students are asked to choose one occupation for a detailed study and the writing of a Career Book Individual counseling is held to assist the student to make an appropriate choice The following form is used by each student in writing his Career Book

1 The Development of This Vocation the origin, early leaders in the field, current leaders, stages of development, statistics on the growth, importance, probable future

2 The Nature of This Vocation description of actual work, average day's work in typical surroundings, standards of required conduct, advantages and disadvantages, divisions of the vocation, allied fields of work, workers' organizations, earnings, promotions, and rewards

3 Qualifications for This Vocation personal qualities, mental and physical abilities, needed education and training, where preparation may be obtained, cost and time required

4 Planning My Future my personality and abilities analyzed, reasons for writing about this career, plans for preparing, subjects to be taken, after school plans, financial problems, probable chances for success

In the school a cumulative file is made of parents who have expressed their willingness to grant interviews to ninth grade students The career book has proved valuable in helping the student to make future occupational choices

Example No 2 (30)

One facet of the guidance program in Colton Union High School is an orientation course required of all ninth year students The aims and objectives of the course are

1 To give the student a knowledge of the facilities and tools within the school

2 To acquaint the student with pertinent issues in the present world situation

3 To give the individual a sense of personal responsibility in the reconstruction of a democratic society and the means by which he can fulfill it

4 To create within the student a sense of the relevance of education to the needs of the world

5 To equip the individual with the moral and spiritual qualities that will free him to make his best contribution to his generation

6 To develop in each youth a sense of values that will enable him to answer division in men and nations

The student is taught that belief in God as it is found in our national songs and historical documents is the fundamental principle of freedom He is also encouraged to discover the difference between the ideology of democracy and other existing ideologies

The classes are large (about sixty students per class) and organized with elected class officers and a teacher The officers meet once each week and lunch together With the teacher they assume responsibility for routine activity such as checkouts, projection of films room climate, decorations, seating arrangement, and discipline

The orientation course does not compete with other courses in the curriculum, no grades are given, no homework is assigned, no text is used, no credit is offered, and the core of the work is organized around units of subject matter Emphasis is given to the assistance of each individual, regardless of race, class, or mental

stature, in finding satisfactory achievement. Illustrative unit topics are School Is Our Industry, Home—the Arsenal of Democracy, Driving Instruction, Safety, Alcohol Education, and Intercultural Relationships The units are taught cooperatively by students and teachers in an effort to assist the individual to set standards of conduct and values

The unit of study, School Is Our Industry, involves fact finding, vocational testing, individual interviews, and personal experiments in attitudes and practices toward work Among the values in studying the unit on homes is an increased responsibility in the home Each student learns how important it is for him to think and act constructively in his family relationships He is encouraged to apply honesty and unselfishness to the activities of family living

GUIDANCE IN REGULAR COURSES

A successful guidance program will include the entire school life of the pupil Too frequently the growth of specialized guidance services has obscured the responsibility of the classroom teacher for pupil guidance Furthermore, all too frequently the counselor operates upon the belief that the only effective guidance is individual guidance On the contrary, some of the most powerful influences, negative and positive, can be exerted through the group The natural and most influential group is the classroom itself with its official leader, the teacher, who works with a single group of children for the major portion of the school day Having rather long daily contacts with pupils, each teacher consciously or unconsciously influences them by his own attitudes, actions, and words It is a significant part of the teacher's work, therefore, not only to direct the pupil to make intelligent use of the school's guidance services but also to share with his pupils the resource materials of the education profession itself

The home economics teacher, for example, should assist the guidance coordinator and counselors to gather information concerning the functions and scope of home economics Both the counselor and home economics teacher need to understand the relationship between the home economics program and college entrance requirements For instance, a student may prepare for one of the many colleges that accept a home economics sequence for college entrance or he may take one or more electives in the area of home economics and still meet the entrance requirements of most colleges Sources of information concerning type of institutions other than four-year colleges that offer post high school home economics programs are also made available through effective guidance programs (16)

Still another example is the science teacher Whether it be a fair indictment or not, teachers of science have been considered as a group least interested in the social development of students The science teacher is not expected to be a thoroughly trained guidance worker, but he should appreciate the functions and practices of guidance and recognize and observe significant pupil attitudes and behavior Class activities in science offer many opportunities of assisting pupils to discover their assets and limitations as they experience problem solving The teacher has an excellent opportunity to observe work habits, special abilities, and attitudes that are essential to the individual in understanding the subject matter and himself (22)

In a unique position to engage in guidance activities, the classroom teacher is effective in orienting pupils to a new situation, in creating a friendly atmosphere both in the classroom and home room, in becoming acquainted with pupils from records and interviews, and in gathering additional information for the school staff Group guidance occurs in

classroom discussions of such topics as pupil averages, social usage, adjusting to people and situations, and in analyzing study difficulties, current events, codes of conduct, self-discipline, care of public property, and good citizenship While group guidance in regular courses should not be the whole of the guidance program, the responsibility for the guidance program should be shared by all who come in contact with the pupil, i e, administrators, counselors, teachers, parents, and specialists

In the illustrations presented below, note the attempts of the special subject teacher to integrate guidance into his teaching

Example No 1 (2)

In a study made in 1953 of the use of guidance techniques in industrial arts classes the following methods were listed by instructors

1 The use of a shop library in which students can find job opportunities in trades and industries
2. Class discussions of trades and industrial needs
3 A study of Parts I and IV of the Dictionary of Occupations describing the types of occupations
4 Book reports by students on opportunities in industry
5 Parents' Night
6 Praising and encouraging the student in his special aptitudes
7 Arranging for personal acquaintance between student and workmen in a preferred trade
8 Short compositions by the student on the type of work he prefers

It is essential for the teacher to base his procedures on a knowledge of the student's home abilities, interests, experiences, and health In addition to the information in the school's administrative offices each teacher can obtain information in a short time
One shop teacher, for example, used the following form

Instructor's Shop Counceling Form

Student's Name_____

Subject receiving highest grades_____ Lowest _____
Standardized tests given

Name	Date Given	Percentile Rank	Remarks

Special aptitudes and interests noted through personal observation and conversation _____

Behavior descriptions noted by yourself and others concerning responsibility, creativeness, concern for others, influence, adjustability, seriousness of purpose, emotional stability, and other factors _____

General Health Good_____ Fair_____ Poor_____
    Special considerations _____

Grades earned in shop

Wood _____	Ceramics _____	Farm Shop_____
Metal _____	Crafts _____	Mech Dr._____
Printing _____	Machine Shop ____	Electricity _____
Auto Mech ____	Welding _____	Others _____

The classroom teacher should have at least some knowledge of standardized tests The shop teacher, for example, will want to make use of aptitude tests that show potential abilities in the manual and mechanical fields For example, he will probably use the Revised Minnesota Paper Form Board Test which can be administered in twenty minutes, and which reveals evidence of ability to learn mechanical drawing and descriptive geometry The shop teacher should also be familiar with personality traits necessary for success in a chosen occupation

In order to be an effective counselor the shop teacher will want to have at hand some kind of occupational survey of the local community as well as information on what qualities and characteristics prospective employers of high school students want.

Example No. 2 (24)

Two principle objectives in the language arts common to guidance are mental and emotional stability and vocational efficiency. In Long Island High School the English department devotes one fifth of the English work to personal, educational, vocational, and ethical guidance. The English guidance program can be described by answering the following questions:

1. What is the content of the guidance program in English?
2. What are some of the instructional materials employed?
3. What methods have been most successful?
4. How can the program be evaluated?
5. What plans can be made for the future?

What is the content of this guidance program? The basis of the ninth year program is centered around the following topics: (1) Public enemies of good human relations, (2) How personality traits develop, (3) Our inner human drive, (4) How emotions affect us physically, (5) How emotions are aroused, (6) Our unpleasant emotions, (7) Emotional conflicts, (8) Our pleasant emotions, (9) Emotional problems at home, (10) Overcoming physical handicaps. The general plan for developing these topics includes an introduction of some appropriate statement, anecdote, or question by the teacher to stimulate pupils' questions. A stimulus story is then read or related by the teacher followed by discussion of characters. Pupils bring out their own fears, worries, and problems only to discover that other people have them too.

What are some of the instructional materials employed?

Many recordings are utilized which have been produced by the Institute for Democratic Education of New York City Some of the titles of these recordings are Stories to Remember (adaptations of stories which have appeared in recent magazine literature), These Great Americans (biographies of outstanding Americans who have exhibited the American philosophy in their life), The American Dream (problems of realizing some of the characteristics of the American way of life), and The Last Frontier (additional problems in realizing our American way of life) Many of these recordings have strong appeals to pupils Moving pictures are also used with considerable success A complete list of films on various phases of guidance in English is made available to each teacher

The eleventh year guidance program concentrates on a study of vocations Each pupil prepares an intensive study of his chosen profession and gathers all possible information regarding it Open forums are held about valuable occupations, on proper etiquette in business, and on ethics of good working and employment practices Motion pictures such as "Careers for Girls," "Finding Your Life's Work,' or 'I Want to Be a Secretary" are shown and discussed Experts in professional life are invited to address the classes, and excursions are arranged to factories, plants, insurance companies, and so on Rich bibliographies are made available to students and teachers

Bibliographies are available to pupils and teachers on such topics as belonging to a family, understanding others, trying your wings, seeing your parents' side, meeting everyday problems, growing up, and opening the door to romance Eleventh year students are encouraged to select their own guidance topics, dramatize them, and publish them in brochure form Typical topics are What Clothing Is Appropriate

for School? Should Regents' Examinations Be Abolished? The First Date, and Should a Mother Choose Her Daughter's Friends?

Twelfth year students prepare to face the problems of citizenship and community life Topics chosen for dramatization and discussion are the senior prom, the management of a household on a limited budget, the use of mass media of communication, the best use of leisure time, the detection of propaganda and false advertising, and consumer education Students who are active in school government, who represent the school in contests, open forums, or educational workshops may report to their classmates on what they have observed The school newspaper contains occasional reports of guidance period discussions Compositions are frequently written to describe phases of the guidance program

How can the program be evaluated? Evidence can be gathered from the pupils in class discussions and in their written compositions Topics like the following encourage evaluation procedures My Ideal English Class, What I Like About English, What I Don't Like About English, and My Favorite Subject Pupils are constantly referring to their guidance work in other subject classes The guidance program has encouraged in service training culminating in cooperative studies published under the title, "Principles and Practices of Guidance for High School English Classes," 'Successful Experiences in English,' "A Remedial and Developmental Program", by the issuance of a departmental newspaper, and by the publication of numerous other educational bulletins and pamphlets One group of teachers previews and evaluates all films that come to the English department another committee preaudits and evaluates all recordings, and still another committee reads and reports on the recent literature in the field of guidance

What about planning for the future? Materials should be preserved and constant experimentation should continue with new materials and methods Much still needs to be done to integrate literature, films, recordings, and self-expression into more meaningful units Continued objectives should include the gaining of richer insight into the personalities, the capabilities, the needs, and the interests of pupils

Example No 3 (11)

At Emmerich High School the orientation program is an integral part of the work in 9B English in which pupils learn to speak, write, and read about something that is of vital concern to their immediate lives, e g , their new school and their opportunities Activities include the publication of a student handbook or a pamphlet entitled 'Your School and You", a tour of the school plant, a survey of the faculty members including their training and experience, writing compositions on 'What I Expect My School to Do for Me", a study of the curriculum and how to plan a program of study, discussions of school courtesy, acquaintance with the library, and lessons on how to study and plan study programs

One of the first topics to consider will be, "Your School and You," in which students will collect data on the physical school plant, when it was built, how much it cost, how it was financed, how much debt remains on the building, its present appraised or replacement value, how much insurance is carried, the extent and value of the equipment the number of volumes in the library, and special equipment such as audiovisual aids or band instruments During the tour of the school plant pupils meet the custodian and the school faculty Later in a special study of the school faculty those teachers who have distinguished themselves through textbook authorship, professional honors, or leadership should receive special attention Interviews with teachers and the preparation for them provide excellent situations for learning good oral expression

formation has been continuous. However, reading and examining these materials offers no guarantee of ultimate vocational adjustment. It is the librarian who must provide the personal element in guidance in the library. The librarian must be aware of the guidance principles and practices in the school and accept as a principal objective the task of obtaining an understanding of children. Although coöperation between the classroom teacher and the librarian can do much in bringing about the reading adjustments of youth, the librarian's relationship with students is not limited to guidance in reading.

Because of close association with individual students, the librarian may discover personality problems and data useful to the school counselor. The librarian, for example, is in an excellent position to observe the child in a situation where he is uninhibited or to assist the child in overcoming traits of timidity, lack of confidence, insecurity, overconfidence, or other adjustment patterns. Numerous opportunities arise in which the student may be assisted in his study habits, in gaining self-control, or in developing respect for public property. The library is an excellent laboratory in which to develop good behavior patterns.

More than any other staff member (including the professional counselor himself) the librarian has the opportunity to meet students' needs in seeking occupational information. The librarian's function is essentially one of guidance by way of counseling not only students but faculty members and school administrators as well. Through preparing bibliographies to help research and reference projects, the librarian can be of assistance to an in-service training program. In addition to assembling material helpful to the improvement of instructional methods, the librarian should also participate in curriculum committee work or in the development of new

courses of study and units of work It is possible for the librarian to turn the library into a guidance clinic available to all who need guidance

The Selection and Display of Guidance Materials. The selection of library materials includes not only library additions but the selection of materials for special attention of library patrons By means of posters and bulletin boards, for example, the librarian can arouse interest in careers Some librarians have found it effective to use bookmarks featuring a list of vocational titles headed Plan for the Future Book lists giving the opinions of students on "Books About Interesting People" are also useful devices Many librarians find it convenient to arrange a vocational corner in the library where books, pamphlets, trade magazines, monographs, and annotated lists of vocational materials are available Posters and exhibits may be used to direct attention to this vocational service

Students themselves may assist in securing information concerning the requirements of various occupations, job opportunities, special training required, and type of person-opportunities suited to different occupations A career shelf will stimulate interest A poster and book display of biographies of "Interesting People You Would Enjoy Knowing" are devices for attracting attention to successful people in various avenues of work (28)

The Organization of Library Guidance Material. Although the technical arrangement of guidance material should be a part of the training experience of every librarian, it should be emphasized that each library should have a well organized occupational information file A letter-size file, carrying folders on the families of occupations in which students have

shown interest is a good starting point. The folders should be arranged alphabetically and labeled. An index to the occupational information file should be made to indicate the location of items in the file by title and subject. The file should include clippings, pamphlets, charts, folders, and so on, and should be labeled and dated according to proper subject heading (28).

Included in the school library are the following: a resource section containing a card file of resource persons who may be called upon for advice; a card file of all books, pamphlets, school catalogues, periodicals, films, and recordings which are being collected, and open book shelves to which faculty members, pupils, and parents have access. Although some one person or group of persons is often delegated to assume the responsibility of the operation of such a library, all who use it are encouraged to contribute to it.

THE USE OF AUDIOVISUAL AIDS IN GROUP GUIDANCE PROCEDURES

Guidance materials include the printed page, the film, the slide or filmstrip, the radio and television, and the excursion. Rather than explore the value of any one of these media, perhaps we should be more interested in the question: What combination of several media can best portray the role played by a worker in industry, a student in school or a citizen in society? The use of audiovisual aids as a group guidance procedure ranks first in frequency by the secondary schools of our nation. Let us select and consider one or two of these aids for illustration and present concrete examples of their use in the schools.

Let us first consider the motion picture. Properly prepared under the supervision of those who are thoroughly acquainted with the problems of guidance, and properly inter-

preted, the motion picture can be a useful medium for assisting students toward personal, educational, vocational, and civic orientation It should also be recognized that a film may portray a biased viewpoint in its picture or in its commentary, or it may be too extensive in its scope Leggitt (20) has called attention to some useful criteria for the appraisal of motion pictures about occupations In the form of questions these may be stated as

1 Is the occupation truly and adequately presented?
2 *Does the film portray the environment in which the occupation takes place?*
3 Is the vocation presented in terms of "life work"?
4 Does the film present a general overview of the occupational field?
5 Does the film present something of the social and home life of the worker?
6 *Are emotional attitudes toward the occupation affected in a desirable or undesirable manner?*
7 Could the film be used to initiate discussion?
8 From the point of view of occupational content could it be recommended to a young person interested in one of the occupations portrayed?
9 *Is information given concerning native and acquired qualifications needed for the vocation?*
10 Is any information given about the nature and cost of training?
11 Is information given concerning the supply of and demand for workers in the occupation?

Motion pictures play a dynamic part in vocational education They portray sources of materials, working conditions, views of related jobs, safety requirements, and other related job information It is possible to show in pictures what cannot possibly be seen in working with the real thing, e g , what goes on within the welding arc or flame and the pool of

metal, or operations, such as parts of a machine in motion, that move too fast for the eye to catch

Color slides can be used to assist in an orientation program as described by Heidelberg (14) Made in the school, colorful and stimulating color slides illustrate in dramatic fashion the school's required subjects, its elective subjects, and its most popular activities While the slides are being projected, a tape recording tells the audience what the pictures by themselves cannot show, namely, that the school is a community in which growth takes place in many ways The audio part of the presentation also helps transitions between subjects telling, for example, how mathematics is integrated with dressmaking science, and cooking

Seventh graders are shown the film series at least once The slides and recording program are as valuable to new teachers as to new pupils The program is inexpensive The writers technicians, directors, and narrators were all pupils of the ninth grade English class The project proved to be a good guidance device itself, especially for the slow learning and slow reading pupil

Other possibilities for guidance materials made in school are suggested in the following outline (13)

1   Orientation—schools differ so much that materials must be made in or by the school.

  (a) Scenes of local curricula in action
  (b) Diagrams showing locations of classroom
  (c) Pictures of the faculty
  (d) Scenes from extracurricular activities
  (Films may be shown to eighth graders who expect to attend high school)

2. Importance of good grooming and its value in seeking and keeping a position made in cooperation with business-education health, and guidance departments

3. Preservation of student records: *records can be copied on a filmstrip which can be projected and read at any time, and can be printed on photographic paper if a transcript is needed.*

4. Recordings of speeches by experts who are invited to discuss vocational and educational opportunities with students.

5. *Recordings of interviews with people at work in their profession.*

Among the newer audiovisual aids is the medium of television. That TV has great potentials in group guidance is vividly illustrated in an investigation by Baer in 1951 (3). The study indicated that guidance programs televised by half of the stations gave information about occupations, schools, and other training facilities, planning for a career, and methods of seeking a job. Four types of programs were rated almost equally as being suitable for television: (1) dramatization of right and wrong methods of job seeking, (2) interviews with individuals in different occupations by a vocational counselor, (3) views of people working at their jobs as part of a guidance program, and (4) dramatizations of people who became successes in their vocations with emphasis on their work histories.

Properly planned, television programs may become an important medium for promoting public interest by demonstrating the nature and importance of guidance services. They can become strong motivational forces in career planning by assisting students to orient themselves to school, by introducing students to the world of work, by acquainting students with job opportunities. Television, for example, may enable many employers to evaluate applicants for positions simultaneously. No other medium contains such potential values of developing public interest in guidance services. Examples of successful television programs follow:

Example No. 1 (3)

In coöperation with the Fort Worth Station WPAP of Fort Worth, Texas, the school system conducted a series of programs entitled, "Parents Go to School." Purpose of the program was to acquaint parents with the local school system. Among the variety of subjects covered were: evaluation of report cards, school lunches, recreation, and home training.

Example No. 2 (3)

. "Tree Time," a series of films and talks, was presented by Station WHEN, Syracuse, New York, in coöperation with the New York State College of Forestry at Syracuse University. The program consisted of a series of lectures by the forestry faculty offering information on the profession of forestry.

Example No. 3 (10)

In coöperation with Station WBAL–TV, the Guidance Department of the Baltimore Public Schools produced a series of vocational and educational programs. The general plan included a period of orientation of school counselors, teachers, and pupils, the actual television program, and discussion material.

Orientation: Two weeks before the program some information was sent each school to allow for preparation. In some classrooms this material was presented to the students before the actual television showing. Some of the principal points made in orientation were:

"Many of you will very shortly be most interested in talking to employers and having job interviews so that you may begin work after graduation. Perhaps after our interviews today you will get an idea of what to do and what not to do when applying for the initial job or having the first interview.

"We are going to have a chance to audit two interviews, one a poor interview, and one a good interview. It is most important that you note the mistakes and correct procedures."

Televising the program The narrator introduced the general plan High school students participated

Discussion and evaluation Counselors were sent information which might serve as a core for underlining the difference in procedure used in the two interviews Following each presentation was a session of evaluation in terms of student and counselor reactions

Using a similar technique, a second program was telecast on the problem of choice of school and curriculum for the 9A pupil. In answering the question, What other information would you like? the comments were more about cafeteria service, testing programs, views of the school more about extracurricular activities, and information from follow up studies of graduates

The possibilities for group guidance via television are innumerable What can be expected from television as a guidance tool will depend to a large extent on the program planner's ability to envision the new, to develop means for presentation, and to experience changes in methods based upon the results of the past

SUMMARY

From the foregoing discussion we note two curricular patterns, one a system of special guidance classes taught by advisers who also counsel their pupils, and the other an integration of guidance services within the subject field The relatively novel and early plan developed by Richard D Allen at Providence, Rhode Island, has been influential in establishing patterns of special guidance classes (1) A modification of this plan organized in Pasadena, California, under the leadership of Margaret Bennett merits attention (4) At the junior high school level, trained counselors assigned to each school worked with the director of guidance to plan

the overall program and committee structure, and to bring the entire faculty of each school into active coöperation in both planning and executing the project. After the formulation of pupil needs and problems, instructional materials to be used as topics for discussion and other study were prepared for home-room teachers. Suggestions were made for integrating guidance services into each subject. For example, the ninth grade social-science core included occupational information and vocational planning. Group guidance classes at the eleventh and thirteenth year of schooling provided organized study of adjustment to college, learning techniques, educational and vocational planning, and personal and social problems. A later development of this system of guidance classes resulted in a plan whereby guidance became a part of the instructional division.

The curriculum pattern of group guidance generally considers the teacher not only as the instructor but also as the counselor. The core class or core curriculum as discussed in Part III of this textbook describes the procedure in more detail. The newer trends in general education point toward a new organization of curriculum content in which materials from many subject fields are brought to bear upon the personal and social problems of living.

The general guidance course currently found in many junior high schools includes activities leading to self-inventory, self-understanding, and self-planning for the future. Students are invited to take individual problems raised in such a group guidance program to the school counselor for personal interviews. All such efforts aim at helping the student to establish for himself achievable goals and to see relationships between his goals and the means for reaching them.

We may have considerable information about a student's

mental ability, his health, his aptitudes, even his interests, and still lack significant insight in dealing with him as an individual Reality to him is his opinion of himself—his self-image If he knows he is inferior, or ugly, or too tall, or handicapped, or unwanted we face the necessity of changing such an attitude, or understanding the attitude, to understand him Emotional blocks prevent him from using his potentials These blocks must be released in order for his mental potential to go to work effectively How he perceives himself, then, is very important for us to know if we are to understand him

Although the guidance course still persists, its content will be entirely integrated eventually within a newly organized curriculum designed to assist pupils with personal and broad social problems A general education experience will include orientation to the school, to the problems of mental and physical health, to the proper use of leisure time, and to the development of vocational fitness

The use of the library, films charts work experience, excursions, radio, and television are audiovisual aids which rate high among secondary schools as group guidance procedures They are useful media for assisting students toward personal, educational, and civic orientation

SUGGESTED PROBLEMS FOR STUDY AND DISCUSSION

1 Can the general guidance course be justified? Explain
2 What arguments can be presented to verify the practice of vocational guidance in each subject of the curriculum?
3 What is a precounseling orientation period?
4 Select some appropriate topics for group discussion which may later demand personal counseling
5 What is an orientation course? What are some topics which should be included in it?

6. How may each of the following specialists use group guidance procedures?

   a. The physical education teacher.
   b. The teacher of industrial arts.
   c. The English teacher.
   d. The home economics teacher.
   e. The music or art teacher.

7. How can each of the following materials be used as a group guidance procedure?

   a. The motion picture.
   b. The lantern slide.
   c. The biography.
   d. The recording.
   e. The standardized test.
   f. The interest inventory.
   g. The excursion.

8. What role has the librarian in group guidance?

9. What are the limitations of motion pictures or slides as vocational guidance materials?

10. Prepare a list of post-high school training (including college) opportunities for pupils in your high school.

11. Prepare a questionnaire appropriate for discovering the plans of high school seniors. What kind of changes would you expect to occur over a four-year high school period?

12. From where do high school pupils receive most of their vocational information?

13. Evaluate the list of occupational-informational materials in the library of a high school of your acquaintance. Standards of evaluation may be summarized under:

    a. General coverage.
    b. Special emphasis.
    c. Up-to-dateness.

14. Prepare an Employment History Questionnaire for use in

making a survey among former high school students (out of high school no longer than three years) What implications might the results of this survey have on curriculum revision?

15 How can census reports be used as a basis of group approaches to vocational guidance?

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8

School-Community Group Guidance

SCHOOL-COMMUNITY COÖPERATION IN GROUP GUIDANCE

Community coöperation in group guidance procedures is vital to the success of a guidance program. A good school serves a direct community function through assistance with community problems, but it, in turn, should expect assistance from the community. Not only must the school become a community itself, but it must also utilize community activities and problems in its curriculum by taking school groups into community life for the mutual benefit of both school and community.

Every school guidance program has a broader setting within the community. Therefore, decisions concerning the content and the emphasis of the guidance or curricular program should be based on community as well as school representation. In addition to interested individuals, the guidance program should be influenced by such community organizations as the Parent-Teacher Associations, League of Women

Voters, Kiwanis, Rotary, and American Legion Representatives from these community groups should meet regularly with school staff committees to consider guidance problems

One of the first areas in which school and community may cooperate is the discovery of the needs of pupils in a community Undesirable behavior resulting from emotional, social, and vocational maladjustment should be a subject of interest to the community as well as the school Home, school, and community should, therefore, combine efforts to reduce those destructive factors in their environments that may be the cause of juvenile delinquency Joint school community studies should be made at the community or neighborhood level The school has a responsibility for identifying early those youth who have potential patterns of delinquency It was the early school-community interest in academic retardation, truancy, and delinquency which built one of the cornerstones of the guidance movement As early as 1913 the Experimental Seattle School Guidance Bureau was established when, as the result of an analysis of 1800 juvenile court cases, it was found that school failure and retardation were accompanied by truancy and minor delinquencies (35) Another cornerstone of the guidance movement was a school and community venture in the formation of the National Committee for Mental Hygiene in 1909 The mental hygiene movement has devoted itself to the *amelioration of social conditions (including conditions in the school and community) as they pertain to the question of mental integrity* It was a community venture, too, which resulted in the establishment of the Chicago Juvenile Psychopathic Institute to improve the "adjustment of children to their immediate environment, with special reference to their emotional and social relationships, to the end that they may be free to de-

velop to the limit of their individual capacities for well-balanced maturity." (39)

Neither teachers nor special counselors can use the principles of guidance without knowing at first hand the facts and characteristics of the community environments of their pupils. The school staff may live and work in the community for years, yet know very little about it and how it compares to other cities. Is it a good or bad city? What community experiences have the pupils had, e.g., Boy Scouts, YMCA, recreation, parks, and museums? Beginning in the early grades, provision should be made for a well-planned, well-balanced series of experiences geared to the needs of every pupil and closely related to daily living. The community should be a laboratory for the working and living experiences of all the pupils.

The community's industries should become a laboratory for acquainting the student with the world of work. Including more than the traditional plant tour, laboratory experiences must acquaint the pupils with the people who plan, operate, and manage the machines and the necessary desirable human relationships found in any successful industrial endeavor.

Another area in which school and community may coöperate is the discovery of the community's resource people. Who are the key people in the community who can supplement the school's guidance program? What are the available resource people, civic groups, church groups? The abilities of community people should be located. These are found in parents, individuals with no children, businessmen and women, recreational directors, coaches, personnel directors in industry, home demonstration and farm agents, and church leaders. In every school building there should be a list of individuals in the community who may be able to give special

help to children and parents in trouble This list includes names and addresses of psychiatrists, psychologists, social workers, physicians, clergymen, recreational leaders YMCA secretaries, officers of service clubs, officers of chambers of commerce, officers of welfare agencies The list may well in clude local citizens who have indicated willingness to come to the school to discuss specific opportunities, or who would be willing to be interviewed by students who are sent to them

THE COMMUNITY SCHOOL EMBRACES MANY METHODS OF GROUP GUIDANCE

Promising as one of the most significant future methods of group guidance is the community type school in which defi nite attempts are made by the school to use the community as a curriculum laboratory A community school in volves an educative process by which the resources of a community are related to the needs and interests of the people The educational program of a community-school also seeks to secure changes in behavior (32)

In the community school, faculty, pupils, and parents en gage in a variety of learning experiences including the col lection of facts concerning problems and resources of the community Plans are made to solve the most urgent prob lems These include participation in group deliberations that involve reporting, decision making and experimentation in individual and group projects One of the several emphases given to school community cooperative enterprises is that of the vocations centered curriculum in which the commu nity is primarily a resource to give pupils work experience in the various vocational fields Students learn on the job with general education and guidance outcomes receiving as much emphasis as that which centers on specific vocational train-

ing It is even possible that the heads of industry and civic agencies may have some voice in curriculum planning The school may maintain a counseling service for students and a follow up service to secure adjustment on the job

In the community-school the physical facilities are used wisely by various community groups It is not uncommon to use school buildings for community forum groups, for tournaments, for library reading and research, and for cultural club programs Interaction between pupils and parents is deliberately planned to coordinate the efforts of all to achieve cooperatively chosen goals Essentially, the curriculum is an evolving framework, with content and experiences selected in terms of the needs of individuals and communities

ILLUSTRATIONS OF INITIATING SCHOOL COMMUNITY PROGRAMS

The methods of initiating school community cooperation in guidance are legion A survey of the potential methods should precede a selection of approaches based on limits of time and energy that can be devoted Rather than center the responsibility on one person it is well to distribute the responsibility in a committee structure, including student members The method selected for initiating school community cooperation will depend ultimately upon the type of school and community, upon the needs of the pupils, and upon the available leadership From the myriad of possible choices of school community cooperation we have chosen three, all of which are closely related to group guidance i e , the career conference, the community occupational survey, and the work experience program

The Career Conference. The career conference, sometimes described by other titles such as Vocational Information

Conference, or Career Day, provides an excellent opportunity for the use of group methods The distinguishing feature of this conference is the cooperation of men and women from numerous vocations in assisting students in groups to become acquainted with vocational life

The purposes of the conference are to give students current authentic information from people at work in various occupations, to indicate contemporary employment trends, to show requirements for entrance into various occupations, to acquaint students with vocational possibilities, to introduce students to occupations related to their present choice, and to provide actual "leads" to future employment Secondary values are derived by providing organizational and social experiences in the process of conference planning, for hospitality, publicity, exhibits, and evaluation, and by writing letters and giving introductory speeches The conference frequently awakens student interest in planning and utilizing counseling and placement facilities, stimulates students to take every advantage of their school training, and improves public relations through publicity, and personal contacts among a wide variety of speakers and the faculty, students, alumnae, and invited guests

The career conference cannot be considered as an isolated device for guidance, neither can its values be measured directly The conference is a part of a continuous process in which students are encouraged to explore the world of work by every avenue and to appraise realistically with a counselor's aid their own abilities and interests and to make flexible plans as a result of this study Each career conference varies according to location of the campus, its size, the composition of its student body, and the variety of its curriculum offerings There is little evidence thus far that the conference is superior to other methods in assisting students in vo-

cational planning and adjustment Nevertheless, until some tangible evidence becomes available, it is likely to continue on the basis of counselor, student, or community enthusiasm

The essential feature of the career conference is the use of primary sources, the employers, for employment information Criteria for the success of the conference, therefore, includes first the cooperation of the community A fine example of community-school cooperation was the Career Day planned by the Milwaukee Washington High School Through the educational committee the Kiwanis Club provided speakers in twenty nine vocational areas Early in the semester the advisement director worked with the chairman of the Kiwanis Educational Committee to plan the conference During the day's activities individual conferences were grouped, outstanding members of the senior class were assigned as hosts and hostesses, and the Kiwanis Club members acted as guest teachers of the groups (17)

The plans for a successful career conference assume a general pattern which includes the following procedures

1 A committee of the faculty led by the school s guidance coordinator as chairman
2 A plan for including the participation of the community
3 A survey of student interest
4 Preparing for the conference Students, faculty, and speakers are oriented to possible topics of discussion, tours to be taken, printed and audiovisual materials available, and so on Scheduling is arranged so that those ready for work soon are separated from freshmen
5 Audiovisual materials including supplementary observation trips are made available
6 Plans are made to integrate the vocational guidance and the instructional programs
7 Steps are taken to insure an adequate follow up and evaluation of the conference

Many features of a successful career conference are included in the illustration given below

Example No 1 (11)

Purpose To inform boys and girls about different vocations in a way that the school cannot ordinarily adopt

Chairman of the Rotary Committee on Vocational Education offered help Each high school student was presented with a check list on which he checked four preferences The director of the guidance program gave a talk to the Rotary Club in which he explained the plans for a Career Day and emphasized the need for cooperation if the project was to be successful *Guest teachers* were then chosen from the club membership to act as informants in one of the chosen fields of work

A preliminary meeting for briefing the guest teachers was held a month in advance, when all guest teachers were given outlines of questions most frequently asked by students about vocations The speakers prepared to draw from their own wealth of experience and to use the files of the state employment office and public library for data on placement and prediction figures

Career Day began with a brief meeting of guest teachers for instructions Then student hosts escorted the guests to their respective rooms where for two hours they conducted their classes The student host introduced the guest teacher to the class At the sound of the bell the groups disbanded and went their various ways to meet with another guest teacher of their choice All regular high school teachers were free to visit these classes taught by a doctor, lawyer, engineer, decorator, salesman, mechanic, beautician, homemaker, accountant, photographer, farmer, or others

At the luncheon meeting of the Rotary Club on Career Day the members of the board of education, the superintendent, the high school principal, the counselors, the guest teachers, and two students were guests The feature of the luncheon was a panel discussion between two students and five guest teachers with the director of guidance acting as moderator

The primary feature of the evaluation procedure was a ques-

tionnaire to students, guest teachers, and staff members. Suggestions for improvement included: more classes, more questions from students in advance, names of possible guest teachers, more emphasis on semiskilled and unskilled jobs. Many of the guest teachers volunteered to serve as individual vocational consultants for interested boys and girls.

The local newspaper granted daily space to the project of Career Day for ten days preceding it. Guest teachers were interviewed concerning their plans for the day and students were asked about their interests in the project. Accompanied by a reporter, the newspaper photographer gathered material on the day's activities. The following day a full page was devoted to pictures and the story of Career Day.

Work Experience in Group Guidance. Despite the lack of agreement among educators about the definition of "work experience," all agree that it is necessary in the general education process. An examination of the types of work experience described in educational literature indicate that it may range from narrow and highly technical apprenticeships in exacting and precise occupations to the almost incidental work experience that may be included in a recreational camping program. Ivins (20) suggests that the types of work experience can be classified as (1) coöperative work experience, (2) in-school or institutional work experience, and (3) camp work experience.

The main feature of coöperative work experience is the division of a student's day or school term into periods of academic training and job instruction. The coöperating employer supervises the work and teaches the necessary skills. In coöperative education the business and industry of the community are used as the laboratories of the school for the training of machinists, carpenters, cabinetmakers, sheet metal makers, cooks, bakers, or retail sales clerks. Students usually

are paid when they begin job training and receive regular increments based on performance and advancement An example of this kind of program is observed at Marian High School, New York, in which a schedule has been planned to permit seniors to report to school for a brief attendance check Friday morning (21) The rest of the day students go to shops and stores and factories to learn "on the job." The plan was initiated by a committee of three Rotarians and three faculty members Within the community are included the industries of fruit canning, retail lumber, a fertilizer company, a vinegar plant, a ladder factory, a cold storage plant, restaurants, a bank, a gas station, garages, and the usual grocery, dry goods, and drug stores

The original committee initiated a survey by mail inviting businessmen to participate in establishing a work curriculum for seniors As a result of this survey seniors were placed in law offices, factory offices, retail stores, a bank, garages, and in apprentice situations in plumbing and carpentry

A student is assigned to his job only after a study is made of his record and vocational interests The objectives of this work experience program have been isolated as to prepare students to take their places as good community citizens, to develop an understanding and respect for work, to assist in acquiring skills and habits according to aptitude, to develop useful habits such as punctuality, regularity, ability to work with others, and willingness to take orders to provide opportunity to explore vocations, to develop self-reliance and self-confidence, to acquaint students with community employment activities and projects The program is used to supplement general education and an attempt is made in school to relate the students' school training to their business training in the community

In-school work experience includes work performed in or

around the school under the direct supervision of the teachers or other school employees. The student may or may not receive pay for his work. In one school, for example, typing students became secretaries to teachers on the school staff. The work was carefully graded and supervised by the typing teacher (29). Other types of experience may include janitorial service, operation of motion picture projector, cadet teaching, campus beautification projects, or summer gardening.

Camp work experience is relatively new in educational planning but has many promising features. The program differs from others in that the central purpose of the entire educational program is built around work. Industrial work, however, is not the principal part of the program; rather, it is work involved in camp maintenance or group projects designed to produce primary learnings of citizenship, coöperation, group morale, or community improvement. A complete description of a camp work experience program is illustrated by Dykema (12) in which the complete mobilization of community resources was planned and executed.

A study of public secondary school work experience programs in thirty-eight cities in the United States in 1950 provided the following data:

Percentage of Students in the Work-Experience Program

Percent	No. of Cities	Percent	No of Cities
1	6	6	3
2	5	7	4
3	10	8	1
4	4	9	1
5	0	10	3

The schools generally employ a full-time coördinator to direct the program, employ a general advisory committee to guide

the program, and grant high school credit for graduation

Although the work experience program is primarily an administrative problem it also contains procedures closely associated with the guidance program The student, for example, needs assistance in making a wise choice of vocation, choice of recreational pursuits, a need for exploration of a wide variety of vocational fields, a need for a generalized introduction to the world of work, a need for specific information in specific vocations A national survey of the duties of the director of the work experience program indicates that he provides information on trends in employment, evaluates the program, serves as a liaison between school, labor, and management, provides occupational information, directs the school placement center, and directs testing and individual analysis procedures (3) The work experience program should be integrated with a well organized plan to counsel students This involves an adequate placement service and an inventory of occupational opportunities in the community as well as a follow-up study of all youth who leave or graduate

The initiation of a work experience program can be planned according to a general pattern The first step involves preparation of the staff to accept and cooperate Special attention should be given to incoming teachers, integration must be made with well established courses, extracurricular activities, and counseling, a community occupational survey should be planned, visits to schools using work experience should be made, and extensive use of consultants and literature should be encouraged It is essential that each teacher know which students have jobs, what the jobs are, and what the working hours and conditions are A second step is to obtain community support Community representation on

important committees; coördination of school placement with business and industry, state employment offices, and other agencies; and collection and dissemination of local occupational information—all these features demand community support.

A third step is to establish aims and standards. This means that issues will be considered and resolved in advance. Some questions should be answered early: Should work experience be required? How much time shall students be permitted to spend on the job? Shall school load be reduced when the hours per day on the job exceed an established point? In what occupations shall students be permitted to work? How can the program be reconciled to labor union attitude? How can the exploitation of students be prevented? And at what grade level and age shall students be permitted to work?

A statement of the work experience program objectives will include the following:

The work experience program should increase respect for work.

Develop general and manipulative skills that cannot be learned by reading, discussion, or other academic activity.

Develop an awareness of the value and proper use of money.

Develop an appreciation of labor, capital, production, distribution, economic organization.

Develop desirable character, personality, and emotional traits, e.g., punctuality, regularity, ability to work with others, self-reliance, self-confidence.

Provide an opportunity to apply classroom knowledge to practical situations.

Develop employees who can work in a more efficient manner. Students gain a better civic spirit for community improvement.

Employers will become interested in course offerings, types of school equipment, and in maintaining good work conditions for students.

The fourth step is to provide *counseling services* for each individual student The counselor must, above all, recognize individual differences and attempt to place the student with the correct vocation The work experience program is designed to meet the varied needs of each student regardless of his intentions for further education beyond, or supplementary to, high school

The fifth step is to provide for a *continuous evaluation* of the program Thus far we have little evidence of the measurable value of work experience programs We cannot determine their value solely on earning power after graduation because values include the ability to adjust to everyday living, to become good citizens, to work for the general improvement of the public welfare Many students have work experience because of their own or other private initiative Just how much is done and its educational effects are conjectural Most educators agree that a comprehensive high school must provide the kinds of curricular offerings that satisfy real and emerging needs of youth This includes some kind of work experience program which can be evaluated only by periodic reports by students and employers, by individual counseling, by evidence of better motivation in school work, and by increased holding power by the school

The School-Community Occupational Survey Of all the school community cooperative projects, the occupational survey can be the most elaborate Its primary purpose is to collect, analyze, and report accurate and current occupational information which may be of value to educational institutions and to business and industrial organizations of a particular locality More specifically, it enables student and layman to become acquainted with local employment opportunities, it promotes a better relationship between the school

and community agencies, it increases knowledge of diverse occupations and their application to the occupational structure of the local community Finally, it is a means of evaluating the extent to which the school is meeting the needs of the students in its curricular offerings

Fortunately, there is sufficient literature available to provide detailed step-by-step procedures for making a survey No school system should initiate such a project, for example, without becoming thoroughly familiar with such publications as

Ash Lane C, and Walter B Jones, *Suggestions for Making and Reporting Occupational Surveys*, Bulletin 339, Harrisburg, Penn, Pennsylvania Department of Public Instruction, 1939

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Available, too, are numerous detailed descriptions of com-
munity occupational surveys that have actually been made
One brief example is cited here

Example No 1

The Stockton Occupational Survey (15)

Purpose What can the schools do to assist in the vocational ad
justment of the workers who fill jobs requiring little or no
pretraining? i e , the unskilled and semiskilled jobs in business
and industry?
Steps

1 A survey director was appointed He sent letters all over the
United States seeking information on community occupa
tional surveys

2 A two day planning conference was held attended by the
state director of vocational education and his bureau chiefs,
representatives from local chamber of commerce, industrial
association farm and labor groups State Apprenticeship
Standards Division and State Employment Service school
principals, research director, attendance and welfare officer,
vocational training coordinators, and guidance directors

   (a) Tentative outline statement of objectives list of data
needed set of forms to be used plans for tabulating
data gathered and relating them to information already
available list of local committees to be appointed

3 Meeting of school and community groups to refine plans
4 A try out of forms and techniques
5 Publicity through the newspapers
6 Actual canvass by students and teachers

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   (a) Tentative outline statement of objectives, list of data needed, set of forms to be used, plans for tabulating data gathered and relating them to information already available list of local committees to be appointed.

3 Meeting of school and community groups to refine plans.

4 A try-out of forms and techniques.

5 Publicity through the newspapers

6 Actual canvass by students and teachers

7 Follow up on incomplete returns and unsuccessful visits by means of telephone calls and return visits

8 Tabulation of data by IBM

Objectives

1. To predict occupational trends and placement opportunities

2. To provide accurate occupational data useful to the schools and other civic and industrial groups

3. To determine vocational training needs

4. To provide data upon which to base long term educational plans by making available occupational information important in setting up curricular patterns for the 6-4-4 organization, and to aid in making recommendations concerning classes, courses, and schools required to meet the needs of in school youth, out-of-school youth, and the adults in the community

5. To provide data necessary or desirable as a basis for the reorganization of the general education prevocational training and guidance programs

6. To provide a basis for securing improved public relations as an outcome of the entire survey process

Analysis of procedure

The program consisted of several surveys. The first was a house-to-house canvass to get a population composite: a record of persons self-employed, seasonally employed and unemployed and a report on number and problems of out-of-school youth. The second was visits to community business and industry to determine their types and number, and the kinds of job opportunities they offered then and in the immediate future. The third was a questionnaire poll of in school youth regarding their educational and vocational plans and problems.

Kinds of data obtained

1. The present population of the school district in terms of

age, sex, nationality, and racial groups, homemakers, out-of-school youth, self-employed, seasonally employed, and unemployed.

2. *The number and types of local businesses and industries and their present and probable future labor needs.*

3. *The types of occupations in the community and the number employed in each in terms of age and sex groups and educational background.*

4. *Numbers of workers recruited annually by industry as replacements as well as added workers.*

5. *Regularity of work.*

6. *Age, employment record, educational and future plans, and felt problems of out-of-school youth.*

7. *Educational and vocational plans and problems of in-school youth.*

Outcomes: The following materials will be provided to counselors, vocational teachers, and others:

1. Lists of all occupations in the area with description of people working in them.

2. Occupational descriptions of all major job classifications.

3. Lists of major industries and businesses.

4. Descriptions of all industries in the area.

5. Lists of occupations for which specific training or pretraining is offered by the local schools together with present and future worker needs.

6. Lists of occupations for which general training, prerequisite or helpful to entrance, is available in the schools.

7. A brief but *comprehensive* study in graphic form of the community's occupational and industrial pattern.

8. Data to serve as a basis for future follow-up surveys and studies.

9. A *deeper understanding* and changed attitudes by participants: (a) teachers who visited homes of children, (b) students who saw how others lived and worked, (c) coun-

selors who viewed at first hand the occupational resources
of the community, (d) people of the community who need
to use its resources

The pattern of initiation and evaluation of the school
community occupational survey varies with locale Neverthe
less, some essential and generally applicable steps may be
noted

1 The selection of a coordinator
2 Creating teacher pupil interest Compiling a list of employing
   establishments and prospective employers Radio forums, visits
   to plants, talks by occupational representatives, news reports,
   essay contests may all be used
3 Promotion of community interest Any medium used to de
   velop student interest will stimulate parent interest simul
   taneously An annual public relations dinner at which a com
   munity service club invites school teachers as guests is a good
   device
4 Establishment of basic committees comprised of representa
   tives of school and community Illustrative committees are
   (a) policies and planning (b) enumeration, (c) publicity,
   (d) geographical area, (e) analysis and reporting, (f) evalua
   tion and follow up
5 Committee preparation and preliminary reports For example,
   discussion of the project by consultants, local occupational
   representatives, or committee chairmen may be appropriate
6 Selection of technique by which information may be obtained
   The two most common procedures are the questionnaire and
   the interview Examples of information sought are types of
   full time and part time jobs, number of employees, serious
   weaknesses of beginning workers, skills and personal qualities
   important for beginning workers If the interview is to be used
   such details as appointment and training of interviewers and
   time for the interviews must be considered
7 Collection of data

8 *Interpretation of data* An occupational survey should not stop with the completion of a report The results should be presented to all groups who have participated News stories should be given to the press during each step in the survey Talks illustrated with statistics, graphs, and charts should aid in interpretation Reports may be distributed by mail, civic groups, libraries, PTA's, counter distribution, universities, classes in schools They can be sent to teachers, administrators, manufacturers, business groups, parents, and to all persons who request them

9 *Follow up and evaluation* In many communities special committees have been appointed to use results for example, curriculum improvement, guidance, placement, and building committees Follow up procedures may result in curriculum changes, guidance program revision, equipment changes, placement gains, and plans for further study In addition to action by the foregoing committees, evaluation of the survey may be made in terms of number of employers who call schools for information about students seeking jobs, the increase in the number of students who request counseling the degree of participation by students and parents and the degree of interest aroused in the community as a result of the survey

SUMMARY

In this chapter we have considered the community as an essential and integral part of the guidance program A consideration of the needs of pupils requires information about the type of community in which the school is located A community having adequate youth centers, medical and health services, and a sufficiently financed social welfare plan will require an entirely different type of guidance program than will a community deprived of these advantages An organized guidance program will take full cognizance of the principle that child rearing and youth counseling in-

volve the participation of many people and agencies in the community in addition to trained school counselors

Planning and preparing for the future requires a continuous study of opportunity for work experiences in the community, planned procedures for helping youth to make the shift from school to full time work, and needed counseling in postschool life The citizens of a community should have a voice in making decisions concerning not only the curriculum but also concerning the guidance program The guidance program should be commensurate with the needs of youth, the needs and resources of the community, and the community's ability to function in the program

Of the many approaches in which the school and community may cooperate in guidance, three were chosen as examples in this chapter the career conference, the community occupational survey, and the work experience program The career conference requires definite planning and structuring in which pupils, parents, and counselors should all participate The values of the career conference may be summarized as follows (1) the community is brought directly into the school, (2) students receive information directly from people at work, and (3) topics needing further study are introduced The community survey may be a comprehensive analysis of community activities and conditions, or it may be limited to occupational trends and opportunities Even though the final data may lack reliability, the survey provides a valuable experience for students When the survey includes data of former students, new curriculum and guidance objectives and patterns may be formed

The work experience program was described in terms of a general pattern (1) preparation of the staff to accept and cooperate, (2) obtain community support, (3) establish aims and standards, (4) provide counseling services for each stu-

dent, (5) provide a continuous evaluation of the program The work experience program requires continuous evaluation and should be judged by favorable reports from students and employers, by favorable information received from counseling, by evidence of better instruction in school work, and by increased holding power of the school

SUGGESTED PROBLEMS FOR STUDY AND DISCUSSION

1. How can the needs of pupils in a community be discovered?

2. Does the topic of juvenile delinquency come under the heading of group procedures to guidance? Explain

3. Find all the information about the home and neighborhood of a child by leading the child into the following activities As a lesson in written or oral expression have the child give his autobiography, draw a floor plan of his home, build his own home with blocks or cardboard, draw pictures about family life, express three wishes about home or neighborhood, keep a diary over a period of one week about home or neighborhood occurrences

4. Use one of the following inventories for rating a child's home

   a *The Minnesota Home Status Index*, by Alice M Leahy, University of Minnesota Press, Minneapolis, 1936

   b *The Sims Score Card for Socio Economic Status*, by Verner M Sims, Public School Publishing Company, Bloomington, Illinois, 1927

   c *The American Home Scale*, by H H Remmers and W A Kerr, Psychometric Affiliates, Chicago, 1940

5. Outline an interview with a child's parents for the purpose of gathering information about a child's home Use care to include nothing that will offend the parent

6. From the telephone directory of your community list the industries which may serve as a laboratory for acquainting the pupil with the world of work

7   Make a list of your community's resource people
8   Describe a "community school"
9   Describe several methods for initiating school community coöperation in guidance
10 What is the career conference?
11 Plan a one day career conference for your school
12 Labor unions sometimes object to having high school pupils work in the various branches of industry How can these objections be met?
13 Do "work experience programs" interfere with child labor laws? Explain
14 What factors other than interest and pleasure should be considered in assisting a pupil to select a vocation?
15 What is your concept of "group vocational guidance"? Explain in detail.

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9

Teachers and Parents in the Group Approach to Guidance

INTRODUCTION

If guidance services are to be of maximum benefit to the individual student, the two most influential people in a student's life, the parent and the teacher, must be considered Invariably a student's problems and potential achievement have roots in the home and community Fortunately, much can be accomplished by working with the teacher and parents in groups, and it is with the potential values of group procedures of guidance with parents and teachers that this chapter deals

THE ROLE OF THE GUIDANCE WORKER IN PUBLIC RELATIONS

Good school-community relationships depend largely upon the willingness of school personnel to make the school an intimate and dynamic force in community life The school must have an information program that keeps the public informed on what the educational system is doing about the student's problems, his needs, and his plans for the future

With little understanding of the schools, parents too often note the delinquency of children with grave concern, and condemn "progressive education," which to them represents a *laissez-faire* policy with no thought of discipline Similarly, the school is often given total blame for students' failure in securing and maintaining employment after graduation Other kinds of failure and difficulty are also blamed directly and completely on the schools without any analysis of the many diverse factors involved This kind of criticism comes from citizens who lack an understanding of the basic philosophy and goals of education

The guidance expert can play a vital role in the school's public relations program To be successful in his area of specialization he must find satisfaction in some activity with community groups where he can gain opportunity to increase the public's understanding of the goals and values of guidance services An effective way to convince the public that teachers are worthy of their trust is to encourage parents to participate directly with the teachers in relation to real school problems Guidance workers should have an opportunity to report to boards of education, to meet with advisory committees, to discuss the school with groups of parents, service agencies, and adult study groups

Guidance workers have long recognized that homes and schools have a partnership, a joint responsibility for sharing the common problems in educating children The Career Day described in the foregoing chapter is an excellent example of this theory in action The first planning meeting of the Fillmore Union High School Career Day (34) was attended by the guidance coordinator, classroom teachers, and representatives of two community service clubs After an occupational interest survey was made of the senior class, all business and professional people of the community were

contacted. Plans were made to give students a day's experience on a real job, under real conditions, and working with people actually making a livelihood at their vocational tasks. On Career Day each student was to appear on the job and remain throughout the day as a regular employee in the daily routine of slack times, busy periods, rest periods, and contacts with salesmen.

If the school is to be adapted to the needs of both student and community, the community must be studied and understood. The community occupational survey and work experience program discussed in Chapter 6 illustrates the avenues by which this objective may be realized. Children should be taught to understand and appreciate their community. Knowing about local business, industry, and government is a part of the education of every citizen. The guidance worker has a vital role to play in providing this education.

The guidance worker can act as an adviser to special committees of citizens who are studying school problems. For example, between 30 and 40 percent of high school youth are dropping out of school before graduation. More study is needed to determine the inadequacy of the curriculum for these students. Follow-up questionnaires and interviews of graduates and dropouts provide one means of gathering data for solving the problem. Another method is to make opinion surveys and local evaluations of high school programs to determine questions people are raising about their schools. The results of such surveys should be reported to the public. No one is better qualified to participate in these projects than the professional guidance worker.

The guidance expert must also participate in providing parents with information about the entire curriculum, including guidance services. Report cards are inadequate instruments for telling the story. The guidance program has a

definite part in the school's reporting system. Stories in local newspapers, radio and television programs, parent meetings, and adult study groups must give their proportional emphasis to the *guidance program* and to *informing parents how inadequacies of guidance services hamper achievement of certain goals.*

In Chapter 6 the part of the guidance program in providing an adequate orientation of students to school was emphasized. Before children leave the elementary school they and their parents should become acquainted with the kinds of experiences the high school has to offer. Parents should be informed that the high school intends to help each child grow as much as he can rather than reach a particular standard required for graduation. The guidance coördinator can accept much of this responsibility.

The people in the community must see the guidance program in action. Prospective employers should be acquainted with the methods the school uses to prepare youth for their *chosen vocations. Visitors to the school should see the entire guidance program* and should recognize their direct responsibility in its improvement and functioning.

Finally, the guidance expert should work for coördination of recreational activities. Suitable schedules must be organized with the churches, the YMCA, the Boy Scouts, the Camp Fire Girls, and if possible, the commercial activities of recreation. The school is but one of the educational agencies of the community. *Coöperative planning by all community agencies is essential* in order that they may share in the educational responsibility.

The Role of the Guidance Worker in Parent-Teachers' Association Activities. The professional guidance worker should be a skilled leader in group participation. Trained in human

development and mental hygiene, he can assist with special-
ized services in adjustment for parents as well as teachers
Working independently of other environmental forces, he
cannot meet the guidance needs of boys and girls with any
great measure of effectiveness The guidance expert can
assist parents to gain competence as counselors for their
adolescent children Parents need understanding of the work
of their children in school, understanding of the advance-
ments made in the field of child psychology, in instructional
processes, in curriculum organization, and available re-
sources Through his background and training, every guid-
ance worker should develop competence in the area of adult
relationships He should be instrumental in organizing and
selecting guidance subjects for study in community councils,
parent workshops, school visiting projects, and community
considerations of health, sanitation, vandalism, or housing
An ideal organization to develop good public relations in the
guidance program is the Parent-Teachers' Association

The fundamental purpose of the Parent-Teachers' Asso-
ciation has been parent education Guidance specialists have
long recognized that family experiences and parental atti-
tudes are among the most potent influences determining an
individual's capacity to make satisfactory adjustments in and
out of school Parents should recognize their role as subtle
and influential teachers in affecting their children's attitudes,
their levels of motivation, and their general outlooks If it is
to become effective a guidance program requires a coopera-
tive attitude on the part of parents

The Parent-Teachers' Association is the most potentially
effective agent in bringing about rapport between the school,
the pupil, and the parent It urges the use of organized class
study or informal discussion groups to strengthen home and
family life It recognizes that moral integrity, spiritual devel-

opment, and ethical character in youth depend upon adult examples. Leadership training classes are conducted to teach how to organize study groups, how to conduct effective discussions, and how to evaluate results. Principles of group dynamics are used in training classes so that leaders may, in turn, improve the process operation of local groups.

The guidance worker's effectiveness in the PTA is conditioned by his understanding of the goals and guiding principles that have given direction to the organization for the past half century. Essentially, the PTA is an educational program focused upon the welfare of all children; that is (1) to promote the welfare of children in home, school, church, and community, (2) to raise the standards of home life, (3) to secure adequate laws for the care and protection of children, (4) to bring closer relationship between home and school, and (5) to develop united effort of educators and laymen in securing for every youth the highest advantages in physical, mental, social, and spiritual education.

The Parent-Teachers' Association will be a strong ally for interesting the community in the school's guidance program, but it must depend upon the professionally trained guidance worker to supply the specific information. When the fundamentals of guidance services are understood by parents and other citizens there will be little need to seek assistance for its support. We have space to use but one illustration chosen from the hundreds of available published accounts of the potential power of the PTA to promote the school's guidance program. A guidance specialist cannot afford to forego the opportunity this organization offers for group guidance procedures.

Example No. 1 (7)

Brody describes how a rural community Parent-Teachers' Association unit attempted to foster better parent-child understanding

and at the same time promoted more active community interest in the guidance program The project began by a talk on individual guidance by a director of a university counseling center in which was discussed phases of vocational guidance as related to the adolescent child He mentioned the use of interest inventories as a guide in helping the adolescent arrive at a better understanding of his basic interests Many parents questioned their own ability to determine the interests of their children The speaker suggested that the parents might profitably fill out an interest inventory at the same time as their children and attempt to answer the questionnaire as they thought their children would answer it The responsibility for organizing the project was left to the PTA At the conclusion of the talk, the members elected a special committee to discuss plans, consisting of the PTA president, two other parents, the Superintendent, and the high school English instructor, who also served as a part time guidance worker The final outcome was an invitation to high school juniors and their parents to a special school luncheon at which they would hear a consultant discuss the use of interest tests after which the audience would complete the Kuder Preference Record (interest test)

Following the luncheon the consultant discussed the use of interest inventories in a school guidance program A second meeting was held to discuss the results of the test The pupil's profile was indicated in red, the mother's in blue, and the father's in green Parents indicated that the project was extremely worth while in augmenting their appreciation of their children's interests The comments led to a discussion of the resources of the community in providing outlets for their children's vocational interests The students appreciated the opportunity to discuss problems of common interest with their parents in a school setting

Group Guidance of Parents Through Visits to the School.

School personnel recognize that good public relations can be developed by encouraging parents to visit the school in

action The guidance coordinator has an interest in parental visits and will use the occasions not only to create good will toward the guidance program but to assist students through parent education

Visits by parents are carefully planned A parent is rarely able to discern what is actually occurring within a group of pupils without some directed observation Frequently, teachers in the primary and intermediate grades work out observation guides for use of parents when they observe the learning activities of pupils Opportunities are then given for teacher-parent conferences after the observation The details of directed observation are not so carefully worked out in the secondary school

Parental visits to school and classroom vary from unannounced informal calls to planned visiting days or weeks Ideally the parent should obtain some concept of his child at work in an ordinary day Several visits during regular school days will enable the parent to understand requirements of the teacher, difficulties the children may have, enthusiasm of pupils in certain projects or work, in short, the entire school situation

Detailed published reports of plans for parents' visiting days to high school are not numerous Thomas (51) describes such a plan, however, that has many admirable features for a high school

The purpose of the visiting day, he states, is to give parents an opportunity to see teen agers at work in the use of materials and in accordance with procedures and methods students have planned with the teacher The plan was first given preliminary faculty approval and promise of cooperation Efforts were made for parents to observe "business as usual in the regular class periods, no special exhibits were on display, and a complete advance schedule of *visits was*

given to teachers. Not more than two parents were permitted to visit a classroom at one time and a parent could visit his own child's class only with permission of the child. Invitations were made to the parents by mail or telephone, and the guests were met at the school door by student hosts. The parents came to school at 8:30 with the intention of remaining all day to see the entire program. They were taken by the student hosts to a council room for an orientation talk to get organized for the day's activities. They were taken on a tour of the school plant, then to the industrial arts department, then to individual classrooms. They ate lunch with students and teachers, and at the end of the day they met together for discussion of the day's observations.

GUIDANCE OF PARENTS IN GROUPS

Guidance of parents in groups is based upon the philosophy that teachers, parents, and children share common interests in the welfare of students. In this section we shall discuss three aspects of such guidance: (1) guidance with parents in child study groups, (2) vocational guidance training of parents, and (3) guidance of groups of parents having similar problems with their children.

GUIDANCE OF PARENTS IN CHILD-STUDY GROUPS

Although this subject received some consideration in preceding paragraphs in relation to Parent-Teachers' Associations, more specific reference is granted here. Parents generally are looking to the school for guidance in two things, (1) better ways of handling their children, i.e., specific help with a child with a specific problem, and (2) a wider understanding of child development which will assist them to assume their roles as parents in rearing healthy, happy, and useful children.

The modern school carries on a planned program of parental guidance which informs parents about improved practices in education and enlists their cooperation to promote these practices for the improvement of child life in the community A common procedure for organizing this program is to provide guidance in the form of child study groups in which topics for consideration may include care of property, responsibility, honesty, sex education, problems relating to bedtime such as television, proper clothing and education for family living In Alice, Texas two elementary schools have formed parent health clubs where the principals and school nurses work closely with the parent members Motion pictures are shown for the entertainment of children while the parents discuss family health problems and pupil absences which often result from poor health In preparing for these studies, teachers recorded reasons for pupil absence during a six month period (13)

Fisk (14) suggests that child study groups can be started by sending parents a preliminary invitation and suggesting that they indicate their interest by checking the problems on a list of discussion questions accompanying the invitation Illustrative topics on this list are Should higher education be encouraged among the pupils of our high school? What is the system of ranking and what do the ranks mean to the pupil and his prospective employers? Why are there so many clubs and other extra activities at school? What practical use is the education that my child is getting?

Among the values of child study groups are those summarized by Gardner (16) (1) Parents of the children in a given classroom become better acquainted (2) Parents learn to know their school and its purposes (3) By learning what other children are doing parents may plan patterns of conduct (4) Increased interest and loyalty of most parents to

their school (5) Increased interest of fathers in child rearing (6) Teachers understand pupils better by having the opportunity of hearing parents express their attitudes and reactions The guidance worker is expected to be not only an expert in group leadership of child study groups but also to be a consultant in the area of child growth and development.

The Selection of a Topic for Group Consideration. The selection of a topic for child study requires careful preparation by teachers alert to parents' informal comments, inquiries, and expressions of opinion The purpose of a discussion on a specific topic is not merely to give the parent information but also includes the stimulation of thinking and the formation of attitudes It is fundamental for the group to feel it has determined the topic by voting approval of suggestions The wording of the topic may determine the degree of participation in its discussion, e g , "What are the undesirable characteristics of dawdling behavior?" is more stimulating than the brief title, "Dawdling." The process of selecting and expressing topics for discussion is in itself a useful device for unifying the group

Leadership in Group Meetings. Theoretically, leadership in a child study group should be among the parents Practically, the teacher-counselor continuously acts as an inconspicuous leader, ready to provide initiative when necessary. The leader is responsible for initiating discussion by suggesting a question which will draw comments from the group, by summarizing or evaluating periodically, and by offering further questions following the summaries A parent is likely to speak from his knowledge of children through familiarity with his own child, the guidance worker speaks from a knowl-

edge derived from observing many children and from a general background of literature in child development.

Mechanical Considerations. The seating arrangement of a parent child study group can contribute to total participation. An informal seating arrangement encourages free discussion, while a straight row of desks or chairs encourages formal discussion. The chairs should be arranged so that everyone in the group can see the face of the person who is talking.

Another item of mechanics which can win coöperation is promptness in starting and dismissing of meetings. A few seats should be provided near the entrance for those who find it necessary to be tardy. Recess periods or after-meeting discussions should be arranged by agreement with the group.

Methods of Gaining Participation. A good leader is skilled in the area of group dynamics and the techniques of gaining participation. We can list but a few of these techniques here. If the parents have been well informed about the plans for the meeting, the subject chosen democratically, and the topic worded carefully, every parent will usually be eager to enter the discussion. The leader should have provided an outline, organized into a few pertinent questions.

When parents are particularly desirous of talking it is helpful to use the "buzz session," that is, the audience is divided into groups of four or five and allowed time to talk to one another for a brief period. A brief report from a member of each small group is later given to the audience.

Another plan is to ask individual parents in advance to be prepared to talk about certain aspects of a given topic. The talk may be little more than the presentation of a quotation from an authority, the reading of a short poem, or the presentation of a cartoon. Time devoted for formulating some

simple rules of discussion is usually well spent; for example, does the audience agree that only one person speak at a time and that members will give full attention to him?

It may be necessary from time to time to state a few principal questions to bring the discussion back to the point. A lengthy consideration of any one child or problem should be avoided except in the individual conference. Individual conferences frequently evolve out of group discussions.

GROUP PARENT COUNSELING

Group parent counseling should not be adopted as an economical device to substitute for individual counseling. Assistance is derived from the presence of the group; it is a type of assistance that cannot come from individual face-to-face contacts with a counselor. Membership with a group of parents all encountering similar problems provides a feeling of increasing security and self-assurance. Merely sharing with other parents certain anxieties, fears, and resentments will bring relief from emotional-physical tensions. It is a relief to learn that other parents have frustrations, feelings of guilt, and an uncontrollable and impulsive desire to do something for the child experiencing difficulties.

The need for group counseling may focus on any of numerous difficulties. In our discussion we shall use for illustration two rather common areas: problems of vocational choice, and problems of the handicapped child.

Including Parents in Vocational Choice. The pattern of a student's attitudes is a most essential element in his eventual occupational choice and adjustments. Attitudes are formulated in the guidance process through a systematic and effective use of tests, inventories, and interviews. In addition to the individual counseling procedure, lectures, reading

materials, group discussions, visits, and work experience are also significant activities which develop a student's attitudes

The role of parents as educational and vocational counselors of their children has received far too little recognition in guidance literature Too few parents are aware of and sympathetic toward guidance programs in public schools

The home has long been recognized as one of the most dynamic molders of attitudes, interests, and motivation It should, therefore, be given more consideration in the guidance program Two independent guidance centers can do irreparable damage if both centers are counseling along opposite rather than concurrent lines *The child and adolescent* identifies himself with parental ideals, activities, and interests It is natural, therefore, that at some time during his life a child will dream of following the occupational footsteps of his father Parents, too, usually have strong desires for their children to accept the same occupation as the father or to make special efforts to avoid it Although it may not be overtly expressed, the influence of this thinking by the parents cannot and should not be ignored The guidance program can gain in effectiveness if its workers are oriented toward the home, community, and related service agencies The counselor can benefit considerably if he has the following knowledge about parents

1 Family knowledge and attitude toward specific vocations
2. How well do parents know the abilities temperament interests and aptitudes of their children?
3 The attitude of parents toward the activities of the school's guidance program
4 Do parents know where to seek guidance for themselves and their children?
5 The extent to which parents are able and willing to cooperate with the school and other social services

Recognizing the implications of this discussion, it is imperative that an educational program be initiated for parents Reading materials, lectures, demonstrations, visits, and discussions would have to be adjusted to the educational level of the individuals as well as to their awareness and familiarity with the world of work and the tools and techniques of guidance One of the first projects of such a program would be to evaluate the attitudes and the extent to which they are being influenced by the educational and guidance program Anecdotal records would be an ideal method of evaluation, but because of their impracticability in this instance, it may be necessary to use questionnaires or projective techniques

Granick (18) and others have used a procedure which is effective Before and after a series of vocational guidance discussions, the parents are requested to fill out two instruments designed to sample attitudes related to guidance problems, a questionnaire and a set of incomplete sentences Examples from these instruments are

1 Would you be disappointed if your child chose an occupation other than the one of your choice? Yes_____ No_____
2 Parents know best about occupations for their children? Yes_____ No_____
3 I think parents know best what their children can do and what they cannot do Yes_____ No_____
4 My child should become _____
5 If my child is not interested in the occupation I have chosen for him _____

A second group of parents who do not participate in the discussion answer the questions and complete the set of incomplete sentences simultaneously with the first group Any differences in the attitudes shown by the first group of parents between their two sets of responses might then rea-

sonably be attributed to the educational program and can
serve as a measure of effectiveness

An even more profitable approach to the problem of direct-
ing and evaluating the attitude changes of parents is de
scribed by Kagan (26) He suggests a course in vocational
guidance for parents with the following objectives (1) to
give parents information about the process of choosing and
preparing for a career for their youngsters, (2) to give
parents information about their possible role in this process,
(3) to enable parents to discuss this role through the group
medium of exchanging information and sharing experiences
Parents were invited who had children of junior high school
age or older Hours of instruction were arranged to permit
parents to attend while their school age children were in
school The following general concepts were emphasized
(1) *importance of vocational adjustment in modern life*,
(2) *parental recognition of individual differences in children*,
(3) psychological testing, (4) sources of occupational in
formation, (5) community resources (6) parents' respon
sibilities *Content of the course by topics* (1) Why voca
tional guidance? (2) What is vocational guidance? (3)
Psychological testing, (4) Adolescent personality and voca-
tional choice, (5) Concerning high school and college, (6)
The parents' role and discussion of the various aspects of
parental influence on career selection, (7) Occupational in-
formation, (8) You and your child's career

The basic method of presenting the material was a com
bination of lecture and discussion wherein the instructor
presented a concept for a short period of time followed by
discussion Short illustrations based on case material related
to the parents' experience were included The course helped
up to 71 percent more parents to (1) *identify and clarify*
many of their children's vocational problems, (2) *recognize*

their children's strengths and accept their weaknesses, (3) develop greater understanding of their role in the child's career planning as related to "advise," "suggest," "inform," "encourage," and "assist" rather than lead, direct, or steer, (4) develop more confidence in their ability to behave appropriately in this role, (5) gain more information about community resources and their proper utilization for their children's ultimate benefit, (6) better understand the values and limits of vocational guidance and, therefore, increase their desire to refer their children for individual counseling where indicated.

The course was undertaken as a service project and not as a study. It offered a valuable addition to vocational counseling techniques. Many parents concern themselves with their children's future at an earlier age than is usually believed. The course could be a constructive factor for those parents to help their children avoid vocational problems.

There are values inherent in a sustained group experience for parents that no individual consultation with a professional worker could achieve. The opportunity for parents to share experiences and obtain a broad comparative view of the nature of the child's vocational problems is not completely present in an individual situation.

The parent with a concern or worry is relieved to hear other parents discuss similar anxieties. In group meetings he exchanges opinions and shares parallel problems with other parents. He discusses his concerns in relation to their problems and compares his child's reactions with their children's responses. Thus, he experiences the kind of growth that is peculiar to the group situation and obtains information based on dynamic rather than passive learning. The development of a more understanding, better informed, and sensitive parent will encourage other parents to send their children to

the school for guidance. School and home cooperation will facilitate the entire counseling process to benefit the child.

Counseling Parents of Exceptional Children. Exceptional children are those who deviate "from what is supposed to be average in physical, mental, emotional, or social characteristics to such an extent that they require special educational services in order to develop to their maximum capacity" (50). Inasmuch as each of the various exceptions cannot be considered in detail, we shall use for illustrative purposes two common handicaps, the child emotionally disturbed and the mentally retarded.

We shall consider first the emotionally disturbed child. Let us observe an actual situation in which a school administrator and guidance specialist provided "group therapy for problem parents" of problem pupils. The specialist first met with the teachers to discuss the purpose, to describe the plan, and to clarify the role of the teacher and specialist. At a second meeting the teachers submitted names of children whose behavior indicated some maladjustment to the society of the school.

A notice was sent to each parent to come to school to meet the specialist and to receive an outline of a proposed plan of action. The parent was unaware that he was a member of a group chosen to undergo group therapy. At the initial meeting the specialist developed a permissive atmosphere in which parents spoke impulsively and with hostility toward the school. Here it was early detected that some parents who came would not benefit from therapy because of extreme personality disturbance or irregular attendance. At this first meeting parents were unacquainted with one another, were ill at ease, and insecure in not knowing what to expect. This sense of discomfort made them angry and prompted impul-

sive expression. Half frightened at her own outburst, one mother stiffened for an expected rebuff but was taken off her guard by the leader's support, sympathy, and acceptance. Refreshments were served at intermission and plans were made for future meetings at which each parent would take turn as host.

In subsequent weekly meetings with the specialist parents spoke of their personal problems more easily and their original feeling of being stigmatized yielded to a feeling of pride in their increased understanding. Factors of success in these meetings could be summarized as: first, increased understanding of the natural rivalry between brothers and sisters, of causes for a parent's rejection of a child, and of a child's need for love and security combined with his growing need for independence; and second, the parent's increased power to accept responsibility for the child's behavior (42).

Typical questions of parents of mentally handicapped children are familiar to the teacher and principal: Is my child feebleminded? How severely retarded is my child? What kind of a person will he be? Can he ever earn a living for his family? Is he some particular clinical type? What is the cause of mental deficiency? How long will it take him to get over it?

Such questions indicate the parent's eagerness for knowledge. Each has tremendous anxiety, hostility, guilt, shame, and feelings of rejection. The specialist who works with parents of mentally retarded children soon learns that a parent and his child may be helped relatively little if counseled only in individual face-to-face conferences. Because each child is a part of a family and a community, the treatment should begin in a social setting. Fortunately, unhappy parents have already organized into groups in many communities and find that participation in these groups brings

more satisfaction, security, and relief from personal grief than can be found in the office of any psychologist or psychiatrist One parent group, for example, initiated the organization of a recreation club in which their mentally retarded adolescent children could attempt to transfer insights into home and community life (56)

Parents of the mentally handicapped are characterized by their intense resistance to any realistic recognition of the limitations or capacities of their children, by their anxious overprotection of the children, and by their withdrawal from social activities These characteristics are additional handicaps to the children because no child stands alone what affects the family also affects the child When the parents join a group of parents who are recognizing and attempting to solve their own problems, steps are already initiated to remove the effects of antisocialism Almost immediately parents become more willing to accept their children

One group of parents discovered the following facts about its members (56)

1 They often exhibit fierce resistance to any realistic recognition of the limitations or capacities of the retarded individual

2 Most parents are afraid to permit their handicapped children to do the things they are capable of doing (overprotection)

3 The presence of the child in the home accentuates any personality difficulties which exist in members of the family

4 Nonacceptance by the community and family groups is *translated to the individual parent and then to the child*

5 The knowledge of a parent who has lived through the phases of development of his handicapped child can be used by other parents

6 Parents in need of guidance extend a more cordial welcome to the specialists

The potential contributions to a group by a specialist

parallel those he can provide for an individual Edgar A Doll advises, for instance, that parents of severely mentally retarded children should be given the following minimum information (12)

1 Special disabilities are not genuine signs of mental deficiency, there may be instances of delayed development in which the individuals originally classified as mentally deficient develop normally at a later age The defect may actually be a case of pseudodeficiency in which personality disorders, or marked environmental deprivations, make the person appear mentally deficient,

2 The handicap may be caused by an unidentified visual or auditory perceptual disorder which restricts the child s expressive behavior,

3 It makes a difference whether the family circle is harmonious or discordant, e g, is the mother widowed or the father a widower? Are the other children in the family young or old? There may be situations where it is best to place the mentally deficient child temporarily in custody, e g, during the manageable period of an older daughter or during the period when a widower may be courting a possible second wife

General Principles of Parent-Group Counseling. The personality maladjustments of handicapped children can invariably be traced to the emotional environment in which the child is being nurtured, more specifically, to the personalities of parents One significant avenue for treatment, then, is to modify home environment by changing parental attitude through group participation The school s responsibility for initiating group treatment may well begin by calling a general meeting of principal, specialist, and teachers in which the procedures are discussed Parents are then invited to confer with the specialist who interprets to them the need of conferences and who gathers information about home en

vironment If the first meetings have been properly planned
parents will respond with spontaneous frankness, e g , "my
child is picked on," "teachers frighten children," "there are
much worse children who get by" As conferences continue
the group regards the discussions as a seminar with topics
ranging from theoretical parent child problems to practical
matters of housing and play space

Conditions improve because of the mother's realization
that her feelings and behavior influence the feelings and
behavior of the child, recognition of sibling rivalry, rejection,
child's need of love, child's need of independence and self-
determination, release of guilt through verbal sharing of
*experiences, increase of parental self confidence through suc
cessful group participation* (8)

Ohlsen and DeWitt (41) offer suggestions to those special
ists who wish to use parent-group counseling According to
these writers, the success of group counseling depends upon
the variable of

1   Group climate, e g, each parent should feel that he has the
    privilege of talking to the counselor alone, that he may with
    draw from the group at will that he may say anything he
    wishes without fear of reprisal, that he has a voice in planning
    what will be discussed

2   Problems chosen for discussion e g success is most likely to
    occur with a group that has ordinary, everyday problems It is
    unwise to consider problems which have caused a serious case
    of emotional upset nevertheless each problem selected should
    have sufficient depth to stimulate a desire for its solution

3   The leader or counselor e g the counselor must recognize
    his own strengths and weaknesses Rather than assume the
    responsibility of giving answers, he should help the group
    reach its own decisions The counselor should not express his
    approval or disapproval concerning the progress of individual
    members Furthermore, the counselor should be willing to

relinquish his leadership to group members occasionally. In other words, the group must be "group-centered," not "leader-centered."

4. Composition of the group; e.g., better results are obtained if the members are homogeneous in their interest in common problems. Parents who have ten-year-old children who cannot read, for example, should be a congenial group.

5. The size of the group; e.g., the number should not exceed seven or eight.

GROUP TEACHER PARTICIPATION FOR PROFESSIONAL GROWTH

The participation of teachers in groups for professional growth is receiving considerable attention throughout the country. The most promising approach to this new emphasis is found in what is being described as action research: "Action research in education is research undertaken by practitioners in order that they may improve their practices." (10) Before discussing the theory and definition of action research further let us consider five excellent examples reported in educational literature.

Example No. 1

Helping Teachers Understand Children

A classic in action research and far-reaching in its prestige as a model of in-service teacher training projects is the American Council on Education's report on helping teachers understand children (1). The report of this study describes how an experimental project was launched on a relatively small scale and gradually extended to include all the professional personnel in a school system. It demonstrates how individual classroom teachers gradually deepen their understanding of the causes that underlie the conduct of children and how they increase their skill in identifying such causes in the case of particular children and

groups. The hypothesis to be tested could be stated: A direct study of individual children helps to make meaningful the scientific knowledge of human development and behavior. More specifically, direct child study helps teachers acquire a balanced view of what is involved in growing up in our society so that it can be realized that all children constantly face problems and can be helped greatly in solving them.

The development of the project proceeded according to the following sequence:

1. A psychologist invited to talk to the teachers posed such provocative questions as: What would you do with a child who steals? How would you handle children who constantly annoy others by punching and pinching? How would you treat cheating?

2. The teachers divided themselves into study groups and attempted to test the effect of such teacher behavior as relaxing rigid, authoritarian, teacher-controlled classroom activities in favor of planning by the group as a whole.

3. Analysis of cumulative records to improve entries; e.g., change from recording of personal judgments to the recording of actual behavior. Teachers learned how to write objective anecdotal records, to accumulate these anecdotes into behavior journals, and to organize and interpret information in this way.

4. Teachers visited homes. The call began with establishing a foundation of friendly relations with parents on the basis of a common interest in children. The teachers learned to sense the parents' preoccupations and anxieties and to note how these were affecting the youngsters.

5. The aid of a psychologist was secured to reassure teachers and to help them define the basic steps involved in interpreting the behavior of a child.

6. Anecdotal records made by classroom teachers were read before study groups. Discussions followed and the teachers turned to books or to consultants for expositions of principles.

7. Teachers learned to pool information about children and to cooperate in analyzing and interpreting the data

8 Steps were analyzed in working out an interpretation of a child's record, e g, looking for recurring patterns of behavior, situations, and environmental factors that have influenced the child's development

9 Each teacher chose one child of whom an intense study was made over a period of time

10 The study of child behavior in groups received special consideration

11. Teachers evaluated the effect of the study on their behavior

Example No 2

Understanding Group Behavior of Boys and Girls

In an attempt to learn how pupils and teachers, working with parents, may study the group behavior of boys and girls, Cunningham and others (11) used the following procedure

1 Members of the Horace Mann-Lincoln Institute of School Experimentation proposed to study the acceptance and rejection of individuals and groups by individuals and groups Boys and girls and parents were asked to work with teachers as coresearchers to help define the problem, to suggest procedures, and to evaluate progress

2 Limiting the problem to an investigation of the nature and sources of individual and group goals, a study of the appropriateness of patterns of group interaction employed by teachers and groups, and the discovery of implications for the selection of experiences of boys and girls which might develop insight and understanding

3 Differentiation of function of parents, teachers, and consultants Three teachers and two consultants acted as coordinators and set the stage for the interaction of the larger group The core group organized the processes and prepared the final report.

A list of selected chapter headings in the report gives an overview of the areas considered in the research project significance of groups, group interaction group goals, group structure, group adjustment, group living parents as coresearchers, and techniques for studying group behavior

Example No 3

The Curriculum for Citizenship

An excellent example of cooperative action research is that of the Detroit Citizenship Education Study (35) inspired and developed in the belief that the level of citizenship can be improved The study endeavored to find ways of increasing the understanding interest, competence, and participation of boys and girls in the activities of good citizens so that they would be active citizens throughout their lives

The study was planned as a cooperative venture between a central staff of consultants and sponsors and several typical public schools Present practices were explored the curriculum was changed when deemed necessary, self growth of school staffs was encouraged and appropriate learning experiences were provided The final report of the study emphasized a total school approach to the improvement of citizenship The following significant concepts became clear

1 Schools must be acutely sensitive to the social goals of education, e g improved human relationships, an understanding of and commitment to democratic values increased ability in weighing evidence and in solving individual and group problems increased skill in the use of cooperative planning action, and evaluation as a fundamental part of the democratic process

2 The changing or reinforcing of teachers values is essential This is broader than an interest in changing classroom management techniques and competence in teaching subject matter

3 A complete appraisal must be made of the impact of the total
   school experience on the child

4 The kind of atmosphere, the quality of living that children
   must experience before a belief in and commitment to demo-
   cratic values can be taught, cannot be attained by the func-
   tioning of an authoritarian philosophy and tradition

Example No 4

Cooperative Procedures for Learning

Miel and associates (36) report the findings of some classroom
teachers and other school personnel in an experiment designed to
learn more about cooperative procedures in our schools In the
words of the report, "the group saw a problem needing attention,
action to solve the problem just where it arose (in the public
schools) was planned cooperatively, together the experimenters
looked at the consequences of what they had tried, this led to new
views of the problem, more action, and more evaluation, with the
researchers continuously identifying dependable principles and
techniques"

The study was limited to consideration of various situations in
which pupils participate in cooperative work. More specifically,
teachers attempted to (1) discover how to increase the ability of
teachers and other professional educators to help pupils to learn
cooperative procedures, and to (2) learn the conditions under
which pupils of various ages, levels of intelligence, and back-
grounds of experience can have rewarding experiences with group
work

Example No 5

Studying Children and Training Counselors

An ambitious program designed to guide teachers, parents,
and community workers to assist children in growing up is the
"Community Youth Development Program" sponsored by the
Committee on Human Development of the University of Chi-
cago (6) The general hypothesis under which this project

operates is that an average American community with its own resources of persons and finances can significantly improve the mental health level and the extent of the use of the talent of its citizens when interested persons in the community are given information and training in scientific methods of human development

A community youth development commission composed of persons of the community interested in youth was formed Three tasks were outlined in sequence (1) to discover and select persons in the community to make up the volunteer staff on whom would fall the task of working with children through teams, (2) to select and administer a battery of tests by which children could be selected, and (3) to discover those persons in the community who were most interested in the development of the fine arts and to organize them into functional committees

Because of our specific interest here in the guidance of adults in groups toward better methods of guiding youth, we shall limit our description to the training and treatment program

After the personnel were selected the entire group met in a general seminar, and teams of local people were chosen to help children Helpers underwent a series of carefully planned training phases (1) the preliminary phase, which lasted about nine months before local children were selected for help and (2) the "on the job" training to be continued throughout the project Slightly over half of the group to be trained were teachers, while the others were volunteer workers from such community agencies as Scouts, churches, county health department, and social service The group met for two hours one afternoon each week and received training through lectures, demonstrations, films, and discussion of case material

Several schemes were tried out in subgroups as means of analyzing and diagnosing the cases Recurring patterns and developmental tasks were used as frames of reference in making systematic analysis Two extracurricular" groups chose to study play therapy and concepts of group dynamics The interest of the parents of the children studied in the project was solicited

through informing parents about the testing program. It was assumed that parents would be curious about tests and how well their children did with them. Parents were invited as a group to hear about these tests and to ask questions. Individual interviews in the homes followed. Information was offered to parents without demanding action, but as a result of the procedure many parents requested therapeutic help.

The results of this project will not be known for several years because the action is still in progress and because the instruments and data for evaluation must be devised and interpreted in many cases.

GENERAL PRINCIPLES OF ACTION RESEARCH FOR PROFESSIONAL IMPROVEMENT

Coöperative research put into action develops very slowly and will involve many people. It differs from research by the single professional investigator primarily in motivation—motivation in a desire to improve practices. As Corey (10) reminds us, the professional investigator can never study teachers' problems in the strict sense. Teachers are part of their own problems, thus the teachers themselves become an integral part of the problems to be investigated. "One of the psychological values in action research is that the people who must, by the very nature of their professional responsibilities, learn to improve their practices, are the ones who engage in the research to learn what represents improvement." (10)

Criteria by which an appropriate problem may be selected for action research include:

1. The problem will be sufficiently flexible to permit the teacher to change plans and procedures, if necessary.
2. The problem will involve many school systems, teachers, pupils, and parents.
3. The problem will be of such a nature that it can be attacked

collectively and one which cannot profitably be attacked
singly

4 The problem must have implications for the improvement of
educational practice

Wann (54) suggests that it is convenient to *regard action
research as a process* involving the following essential steps

1 Identification of a problem area about which an individual or
group wants to take some action,

2 The selection of a specific problem and the formulation of a
hypothesis that implies a goal and a procedure for reaching it,

3 The careful recording of actions taken and the accumulation
of evidence to determine the degree to which the goal has
been achieved,

4 The inference from this evidence of generalizations regarding
the relation between the actions and the desired goal, and

5 The continuous retesting of these generalizations in other
situations

SUMMARY

In this chapter we have suggested several ways of getting
teachers and parents to work together in a group guidance
approach Homes and schools have a partnership in the rear-
ing and education of children, and, it is believed, school and
home cooperation will facilitate the entire guidance program
In other words this chapter has a special interest in the
guidance of adults in groups toward better methods of
assisting children and youth

It is the task of the school to start with the child's develop-
mental level and assist him to grow at his own rate toward
goals of significance to him Significant goals must be achiev-
able goals and in addition to having meaning and purpose,
must be geared to interests and abilities Parents who identify
their ambitions, frustrations, and dreams in the lives of their

children do the children more harm than good. Feelings of discouragement, defeatism, and frustration often result. It is important, then, that parents, as well as teachers, understand growth and development patterns of pupils and work harmoniously with them. Parental attitudes within the home are among the most significant influences determining a student's capacity to make satisfactory adjustments in and out of school.

Group guidance procedures which are proving effective in schools where they are being tried include parent teacher activities, parent visits to the schools, parent child study groups, group parent counseling, group counseling of parents of exceptional children, and group teacher participation for professional growth.

The most promising approach to group guidance procedures is described as action research, or research undertaken by professionals to improve their practices. Many examples have been cited in this chapter to explain and to emphasize the importance of these group guidance procedures.

SUGGESTED PROBLEMS FOR STUDY AND DISCUSSION

1. A president of a PTA group asks you to suggest approaches to organizing a child study group. What suggestions can you provide?
2. A group of parents petitions the principal to change from the parent teacher conference method of reporting to the formal report card. What are the reasons for this situation and what should be done?
3. Some teachers object to the parent teacher conference schedule because it requires after-school time. If their objections are justified, how do you remove the obstacles?

4 What are some appropriate techniques for the group guidance of parents?

5 Prepare a directed observation guide for parents who ask to visit a fifth grade classroom

6 Should teachers receive "permit slips" from a principal's office before visiting a classroom?

7 Is there a difference between group parent counseling and group parent conference? Explain

8 A father wants his son to become a banker You as a counselor are convinced this is the wrong choice for the boy What group procedures may you plan to help this parent?

9 List some situations in which the group guidance of teachers may be helpful

10 Parents want a chance to be useful List the ways they may be useful to a teacher

11 Bad meetings discourage many parents What are the general characteristics of good meetings?

12 Fill in the following outline

   a The broader purposes of meetings
   b Some specific objectives of parent meetings
   c Types of meetings
   d Alternative to the lecture
   e Discussion meetings

13 Is written communication to parents from the school considered as group guidance? Explain

14 As you answer the following questions keep in mind either yourself or acquaintance as the teacher

   a Do parents have as much opportunity to influence your thinking and action as you have to influence them?
   b Are you trying to convince parents that they should behave in a certain way? Who is the authority?
   c Are you using home school relations as a technique to indoctrinate parents into your way of thinking?

    d Do you enjoy parents? Or, would you like to avoid them?

    e Do many parents make you feel impatient?

    f Are parents studying their own problems or problems which you have suggested to them?

15 Outline a procedure for leading parents to a discussion after viewing a special film related to the life of the adolescent

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10

Group Guidance Techniques for Improving Human Relations

GOOD HUMAN RELATIONS ARE THE CORE OF DEMOCRACY

By nature a social creature, man is usually unhappy unless he be recognized, respected, wanted, and loved by his fellow men. All human behavior is directed toward the satisfaction of needs, relieving tension, and maintaining equilibrium. Change in human behavior occurs in terms of the individual's expectation and prediction of benefits or detriment therefrom.

Because the individual lives and works in groups, his personal needs are primarily realized to the degree that he is in harmony with his associates. Most needs are satisfied through social relationships with others. These tenets have definite and basic implications to the democratic society. A democratic government, for example, works most effectively when each individual is respected as a human being and has

a voice in controlling his environment In other words, the need for recognition must be met by providing an opportunity to participate in planning for the control of processes which govern the satisfaction of other needs

Human freedom and security depend upon basic justice and democratic cooperation Codes of justice and cooperation develop in a variety of interpersonal and intergroup situations, often as a climax of a harmonious relationship, often, too, as a protest against a pattern of behavior Good human relations result in the absence of self-isolation, feelings of personal superiority, cliques in friendship, and prejudices

Free education is available to all our children because of the widespread belief that citizens in a democracy must be competent and enlightened It is believed that civilization within a democracy can rise no higher than the combined judgments and activities of all its citizens Both enlightened followership and dynamic leadership are essential in a strong, vigorous, well functioning, democratic society The efficient operation of even the simplest type of society depends upon willing and loyal followers as much as it does upon capable leaders Unless followers feel they have some voice in policies which influence and direct their major life activities there is likely to develop inertia, friction, and eventual rebellion If citizens, then, are to make their maximum contributions to themselves and to their society they must become involved in planning, accomplishing, and evaluating the processes and activities of group living For this goal to be realized much group work will be necessary If groups are to be productive, certain skills, attitudes, and processes must be employed These essential elements of efficient group functioning are learned better through practice and experience than by reading or talking For this reason our schools

may need to evaluate their programs in terms of how well they develop the ability of pupils to assume proper roles in group problem solving

THE OBJECTIVES OF GROUP GUIDANCE FOR IMPROVING HUMAN RELATIONS

The objectives of group guidance in the improvement of human relations are, therefore, similar to those objectives of good democratic citizenship Some of the most significant objectives may be described as follows [1]

To assist the pupil

1   *To reflect sensitivity to human feelings and needs* to relate himself successfully to the world of humanity This will increase his respect for the dignity and worth of human personality and strengthen his faith in man's ability to solve common problems through the process of thinking

2   *To progress harmoniously with those people who are part of his group* This will decrease the difficulties of existing cultural and ethnic groups as well as those arising within the family relating to problems between parents and children or between siblings

3   *To give and take suggestions graciously* Decisions and actions are enriched by the knowledge insight and imagination of many people Participation is the key to interest and it provides the opportunity to gain competent and mature judgment

4   *To participate in constructive activities involving the local and world community* This necessitates recognition of the problems of race religion and politics and an interest in their solution It will also stimulate a desire to have a part in solving the problems of family school neighborhood and community living

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[1] An excellent discussion of citizenship objectives as related specifically to the school is found in Arnold R Meier et al *A Curriculum for Citizenship* Detroit Detroit Wayne University Press 1952

5. To recognize and tolerate man's struggle for security, to be recognized, to achieve, and to maintain self-esteem. In other words, all people have certain basic human needs such as need to be free from aggression, domination, exploitation; the need for adequate health, housing, and recreation. The pupil should develop a personal interest in the welfare of others.

6. To reflect the necessary initiative, integrity, and affection to live harmoniously in a group.

7. To use his academic background for the advancement of his spiritual, vocational, and recreational pursuits.

8. To learn to recognize the uniqueness of individuals and to feel secure about oneself.

These objectives can be realized only as the pupil learns to behave effectively in a group. The creation of better group living provides an atmosphere for better opportunity to develop individual potentialities. Guidance assists the pupil to acquire social skills essential to getting along with others and becoming an adjusted and capable group member—more specifically, skills in delegating responsibility and evaluating individual and group contribution in any endeavor.

THE BASIC FOUNDATIONS OF BEHAVIOR IN HUMAN RELATIONS

It is quite possible for a pupil to learn to behave well as a group member in the classroom or other school situation and yet retain negative attitudes, superstitions, feelings of inferiority, or prejudices toward other human beings. The school has a definite responsibility toward modifying these deeper emotional determinants of behavior. By pure chance, a child may be born into a religious, racial, economic, or cultural group that is denied the rights, privileges, and courtesies enjoyed by the majority of Americans. Skin pigmentation, religious beliefs and customs, neighborhood loca-

tion, material possessions or lack of them, differences in native intelligence—all these are factors which may determine how a child behaves in a group situation. Even though acceptance or rejection because of religious, racial, economic, or cultural reasons is directly opposed to the ideals and principles of equality and opportunity embodied in democratic thinking and planning, there are few if any schools or communities in the United States where these criteria for acceptance or rejection do not exist.

Fortunately, feelings of acceptance and rejection are not inherited; they are learned. Despite the difficulty, the school *can do something about increasing sensitivity to respect for* the feelings of others, reducing tendencies of prejudgment based on stereotyped thinking, and increasing the capacity to live and work together in a permissive and friendly environment. Democratic ideals can be learned through group life in classrooms, clubs, home rooms—any place where children can live together and build skills for working, thinking, and acting together.

Leaders (teachers or counselors) experienced in group dynamics have long noted that techniques that succeed with one group may seem valueless with another. One of the challenges offered by teaching is the need to determine and vary classroom procedures according to the needs and achievements of each group. What are the real factors that make one pupil popular and another isolated? Why are *some* pupils *chosen* captain or chairman when others seem to be better qualified? Why do some groups seem to click immediately while others seem never to click at all? Is it possible to generate feelings which promote group unity and productivity? How is it possible to discover the presence or absence of these feelings? Such questions as these lead to a consideration of the nature of the group and group activities. The

group is at last being recognized as something more than an aggregate of individuals, the whole being more than the sum of its parts. Because schools are organized on the basis of groups, the quality of group living is a factor of great significance in the quality of education provided for children. The way group members interact and learn through this interaction is an integral part of the method of group guidance.

Human relations are operative in large or small groups—in families, in classrooms, in voluntary associations, in neighborhood gangs, in politics, in community service organizations. Because achievement in desirable social attitudes and behavior is a primary objective of education the schools are vitally concerned with human relations. The home room, the "core course" classroom, the "group therapy" room—all are places where many social forces are at work. In such groups are the potential delinquent, the social outcast, the potential leader, the well integrated and stable citizen. Here much of the process of learning and developing attitudes toward others is being activated. Out of the investigations of behavior in groups has come the general conclusion that human relations are of a reciprocal nature in which a person's associates meet him with the type of behavior he himself has adopted. The value of the golden rule has been experimentally established (33).

ESTABLISHING A GROUP CLIMATE IN WHICH GOOD HUMAN RELATIONS THRIVE

The total emotional climate present in a group governs the response of group members. In one climate members may feel free to try new things, to fail, to differ with anyone or everyone. In another group no one wishes to take responsibility, will do no more than the leader expects, and will carry

out his orders slavishly Yet they will suggest nothing unless the leader is first consulted

The results of controlled social emotional climate have demonstrated that it is possible to modify attitude and behavior through guided social experience In each classroom group, for example, there are many social forces at work in developing leaders, isolates, chumships, or cliques The family unit or the neighborhood gang, of course, may have far greater impact upon emotional life than does the classroom or other school group Nevertheless, it has been experimentally demonstrated that a teacher or counselor as leader can establish a climate having great impact on pupil behavior

The studies of Lewin, Lippitt, and White (33) indicate that individual social behavior is determined by the relation of the leader to pupils In one of these studies an experiment is described in which a group of twenty boys was organized into four clubs of five boys each For three consecutive six-week periods each group was given in rotation an autocratic, democratic, and *laissez-faire* leader The autocratic leader was characterized as overaggressive in attending to the action of others, in giving orders, in outlining in detail the consecutive steps for every problem, and in assigning companions for work assignments He seldom gave praise to anyone

In the *laissez faire* climate all responsibility was left to group members, no goals were set, no decisions were made, and details were completely ignored Materials were supplied and questions were answered only when information was requested As nearly as possible, the leader became a mere spectator and the members were left to act as they chose

The democratic leader encouraged and assisted members

to make their own plans by group discussion, yet he shared wherever possible in group decision-making in the planning, assigning, and scheduling. He purposely encouraged group members to participate, to give opinions, and to make suggestions for decisions. By clarifying for each member his personal problems and by giving criticism or praise, the leader afforded each member a feeling of successful achievement. Each member could choose his own work companion. Interpretations of pupil behavior were made from records of social interaction between group members and leader, stenographic records of conversation were kept, and analyses of activity of subgroupings were made. The outcome of the experiment was analyzed as follows:

Groups having an autocratic leader displayed aggressive rebellion or an apathetic submission. Members were irritable, unwilling to coöperate, and aggressive when the leader turned his back. *Laissez-faire* leadership resulted in chaos, rowdiness, aggressiveness, and little interest in any topic suggested. The members did not know what to do or what to expect, and little was accomplished either in verbal participation or manual products. Democratic leadership developed an enthusiastic membership with much interchange of praise and assistance. Members understood the reasons for directions, were willing to offer suggestions, and were able to make decisions.

This is a basic and well-known experiment and establishes the importance of group climate which can be provided by leadership. Everything the leader does will have some significance whether it be facial expression, tone of voice, standing still, running from one desk to another, or reading a book. In this experiment the influences of verbal statements were classified into the following seven categories:

1 Statements should be made which attract interest or reassure the pupil

2 Acceptant and clarifying statements assure the pupil that he is understood This assists him to elucidate his ideas and feelings

3 Restructuring statements or asking questions which lead to information facilitate the learner's problem solving

4 It is occasionally desirable to make neutral statements which comprise polite formalities, administrative comments, or verbatim repetition of something that has already been said

5 Leaders or a group member may make directive or authoritative statements with intent to have a pupil adopt a recommended course of action

6 Group members will react to reproving or deprecating remarks intended to deter a pupil from continued indulgence in present unacceptable" behavior

7 The group will react to the leader's self supporting remarks intended to sustain or justify his position or course of action

These three types of social emotional climates established by varying types of leadership have been classified into patterns of interaction in further experiments Typical of these interaction patterns are those described in subsequent paragraphs

THE PATTERNS OF GROUP INTERACTION

Analyses of group interaction in a school situation have resulted in several well recognized categories Olson (43) describes two common patterns of interaction found in classroom groups The first, called *coaction*, results when the teacher assumes an authoritarian role and permits pupils to *respond only at his command* Generally found in the traditional school, this pattern is established by a strong teacher-disciplinarian, fixed seating memorized rules, and prescribed punishments for each offense The pattern is illustrated thus
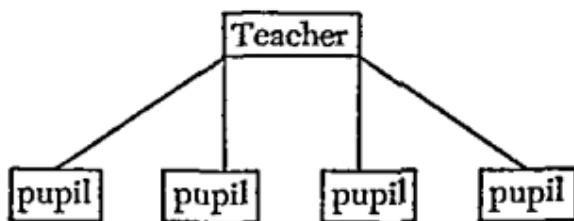
Figure 2

The second pattern, called interaction, permits pupils to sit in a "face-to-face" situation around the room, at a table, or in a circle or semicircle. The teacher assumes responsibility for setting the framework of action and of group management, but the pupils are encouraged to participate in discussion with one another. Their actions will be determined by standards and tolerance rather than by teacher domination. This pattern is illustrated thus:
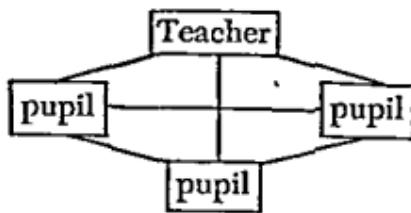
Figure 3

Olson (42) believes that is is important for children to have experience both in coaction and interaction but that growth in responsible social participation must be emphasized.

Cunningham, *et al.* (12) use the following patterns of group interaction: (1) adult rule, pupil obedience, (2) planless catch-as-catch-can control, (3) teacher planning with individuals, (4) adult-directed group planning, and (5) group self-management through group planning.

Adult Rule, Child Obedience.   The leader (teacher, counselor) assumes absolute authority, and the followers respond unquestioningly to directions and demands The group becomes docilely obedient or openly hostile Obedience is the demanded pattern, but deviant behavior may result because of home training, previous school experiences, or success in achieving needs in rebellion Overt hostility occurs when the group has been used to self-direction It is noted that compliance is most likely to come with children from middle-class families because adult rule is most commonly found there Because teachers generally are recruited from the middle class they, too (without education in the group processes), are likely to demand unquestioned obedience

Planless Catch-as-Catch-Can Pattern.   This pattern results when no attempt is made by the leader to control or organize the group or by inconsistent alternating of autocratic versus *laissez-faire* control Loosening the reins at brief intervals either after strict adult rule at home or school frequently *results in bedlam* How often this can be observed on the playground, in lunchrooms, halls, or extracurricular activities! The pattern is characterized by keen competition for power among group members, subgroups, or between a group and teacher

Teacher Planning with Individuals.   Illustrative of the procedure following this pattern is the organizing of extra, 'enriched' work by the fast student who completes *assignments* ahead of the group Occasionally some student initiative is permitted in planning these activities In any case, the planning is based upon individual attention rather than upon group interaction

"though I may argue eloquently I may not convince anybody', that, 'arguments tend to make feelings and convictions more entrenched , and that, "it is how people feel, rather than what they know, that determines most of their behavior and convictions' In an argument each participant is concerned with making his own points, rather than listening to points made by the other fellow He is preoccupied with what he wants to say and does not hear what others are trying to say or he may become accumulatively irritated if he is not given a chance to speak

Each person looks at an interpersonal relationship in two ways how he sees the relationship, and how he thinks other individuals see it His actions are based largely on these two views When he is unable to predict accurately how another person may regard the situation, he attempts to clarify his confusion by recalling previous, similar situations or by trial and error seeks to understand the other fellow by suggesting numerous alternatives Working out meaningful relationships among members of a group is time consuming but essential if the group is to continue and become productive

In our highly organized society it is essential that people work together The degree of success and satisfaction achieved in group activities will depend largely upon the caliber of group process skills in operation A group may determine its strong and weak points by evaluating its process skills on a percentage basis of which the following is representative

<div align="center">

Evaluation of Group Process Skills

General

</div>

To what extent

0				50				100

Was the atmosphere easy relaxed and comfortable?

General

0 | | | | | 50 | | | | | 100

Was the tempo satisfactory?

0 | | | | | 50 | | | | | 100

Was interest maintained at a high level?

0 | | | | | 50 | | | | | 100

Were purposes clear to all?

0 | | | | | 50 | | | | | 100

Were tensions brought out into the open?

The Group

How well

0 | | | | | 50 | | | | | 100

Was participation spread throughout the group?

0 | | | | | 50 | | | | | 100

Was the discussion limited to the topic?

0 | | | | | 50 | | | | | 100

Was the group able to accept the differences?

0 | | | | | 50 | | | | | 100

Was the group able to discipline itself?

0 | | | | | 50 | | | | | 100

Was information shared?

0 | | | | | 50 | | | | | 100

Were members attempting to draw each other out?

0 | | | | | 50 | | | | | 100

Were members assuming responsibility for the success of the meeting?

0 | | | | | 50 | | | | | 100

Were decisions reached?

Make a dot at each percentage point achieved by the group and draw a line from dot to dot This will give a profile of achievement against which future progress may be compared

Modern educational methods for improving human relations have been conveniently classified by Cook (9) as follows

1 Imparting knowledge by lectures and textbook teaching This may be described as the informational approach
2 Using such materials as motion pictures, television, radio, drama, fiction, and other devices that invite the student to identify with members of an out group This may be described as the vicarious experience approach
3 Using the question answer method, the discussion, socio drama, group retraining This may be described as the small group process approach in which many principles of group dynamics are applied
4 Participating in field trips, area surveys, work in social agencies or community programs This may be described as the community study action approach
5 Promoting exhibits, festivals, and pageants in which customs of minority groups and our Old World heritage are encouraged This may be described as the holiday approach
6 Emphasizing therapeutic or advisory interviewing techniques This may be described as the individual conference approach

This is but one of numerous classifications of teaching devices that may be chosen, thus, the interested reader should make further use of suggestions found in the bibliography Of the devices listed space will permit us to be specific with but few in the remainder of this chapter

Developing Skill in the Democratic Process Behavior is rarely changed by the mere acquisition of facts, information, and data For example, a knowledge of George Washington Carver and his scientific contributions will provide no guarantee against a white child's prejudice against Negroes Ineffective, too, are exhortation, directed observation, and

critical introspection. Well-educated people may be considerably more correct than less educated people in their factual statements regarding a minority group, but only slightly more favorable in their attitudes. A sound educational program in which growth in human values and experiences in intergroup activities are inherent must be carefully planned to include coaction, close association, and sharing of experiences. Improvement may be expected only after a change is made from the traditional book-centered activity to an approach to actual participation.

Skill in democratic participation is acquired in such classroom endeavors as problem solving, discussion, pupil-teacher planning, small group work, and group evaluation of results. In other words, there must be an examination of the relationships between ideas about democracy and actual experiences, the opportunity for discussion and clarification of ideas and interpretations, and the interests of pupils. Besides assisting pupils to improve their human relations, experiences in these activities also develop good citizens. Although the remaining pages of this chapter will deal briefly with these activities, no counselor or teacher should feel qualified to experiment with them without additional study.

Skill in Problem Solving. The procedural steps in problem solving are summarized by the Report of the Citizenship Education Study (37). With some modification, these steps are outlined as follows:

I. Defining the problem.

    A. Encountering the problem.
      "What is it that is bothering us?"
      "Is it a real problem?" (A problem should not be selected when the answer is obvious.)

    B. Selecting the problem.

1. The problem should attract interest, require solving, and be within capacity and knowledge of those concerned. (The problem should be specific and present a logical starting point.)
2. The problem should be clearly and accurately presented with subproblems appropriately stated.

C. Setting up a tentative solution.

1. What ways can be suggested, imagined, or invented by which the problem can be solved? What beliefs seem to be behind each of the possible solutions? What outcomes might be anticipated? (Creative thinking should be encouraged, values should be clarified, and plans should be regarded as tentative.)

II. Working on the problem.

A. Recalling known information.

1. A summary of what we already know as a result of personal experience, reading, television, or movies. Personal opinion, second-hand evidence, and hearsay should be considered.

B. Determining need for more information.

1. What kind of additional information is needed?

C. Locating sources of information.

1. Where is it? Where can we get it?
2. Use a variety of sources such as printed materials, museums, interviews.

D. Selecting and organizing information.

1. What are the possible general topics? How can topics be organized? How can information be selected and grouped under these topics?

E   Analyzing and interpreting information

  1   Is the information meaningful and clear? What value
      does the data have? What are the relationships? Do
      other problems have to be solved first?

  2   Irrelevant information is discarded with only repre
      sentative samples and illustrations retained

  3   Differentiate between fact and opinion Opinion is
      evaluated in terms of expertness bias honesty, accu
      racy, recency, and wishful thinking

III Drawing a conclusion

  A   Stating possible conclusions

    1   Do the conclusions drawn coincide with the tentative
        solutions? (Are biases and prejudices influencing the
        conclusion?)

  B   Determining the most reasonable and logical conclusions
      Which of the conclusions appear to be most significant?
      (*Conclusions based upon bias and prejudice should be
      eliminated*)

  C   Reaching a conclusion

    1   What conclusion remains after the above steps have
        been taken?

    2   What reasons support the conclusion?

IV Carrying out the conclusion

  A   Acting on the conclusion

    1   If action is indicated how can it be put into effect?
        Just what is demanded by the situation?

    2   Limitations of reality should be recognized Avoid
        holding conclusions when new conclusions would be
        justified *in a changing situation*

While these procedural steps in problem solving are use-

ful, they should not be adopted exclusively In a sense, discussion and planning are also methods of solving problems

Skill in Discussion.   Discussion in the group is the most frequently used device in the group process Unfortunately, the word is used to describe such a wide variety of activities that the concept has lost specificity of meaning Certainly it involves more than the question-answer technique when a leader asks questions for the purpose of eliciting the recall of facts read from a book Likewise, it involves more than questions which follow an oral report to the class Regardless of the definition of discussion, teachers must admit that discussion is seldom taught as a purposeful, useful, and socially significant skill

How can the discussion skill be taught? One effective method is to study in detail how teachers have used the discussion technique successfully to improve pupil conduct Some teachers favor this method in handling what they describe as "the discipline problem " The group itself establishes a list of conduct rules or standards Notice how this teacher proceeded (38)

One student said, "We don't want any rules" Everyone shouted "No rules!" A vote of the class was for no rules "O K, there will be no rules," said the teacher Up jumped the entire class, some for the clay bin, some for the erasers and chalk The fight started Three minutes later one of the boys was biting his lip to stop the tears Somebody got a wad of clay on a drawing What confusion! A girl asked me to stop it "I can't There are no rules They are within their rights!" said I Then a boy shouted, "Gee whiz! Enough's enough! Make them stop!" Finally a girl got up and wrote on the board "All those who want rules sign here " At five minutes before the period was up, there were eleven names out of fifteen on the board I stopped the class "Most of you

want rules," I said "Only four of you don't We haven't time to make rules now so write me a letter"

It is most evident that the teacher took some risks by permitting children to test their ideas, yet it is a learning experience Generally, we may say that it is ineffective for people to verbalize their ideals, for while they do this easily, they find it difficult to live up to the standards they set

The democratic way of life develops an expectation that every member at some time has both the right and the duty to contribute ideas and to evaluate the ideas of others in verbal expression Skills in verbal expression can be taught They involve proficiency in raising questions, clarifying or interpreting the contribution of another, adding information, offering a constructive suggestion, making a remark to relieve group tension, helping to keep the discussion on the subject, or aiding the group to reach a decision Miel, *et al* (38) suggest three major lines of attack on the question of improving group discussion The first is to give more thought and care to the way in which the group shares in clarifying the problem and to map out the way the problem will be discussed. The second is to experiment in methods of facilitating communication The third is to study ways to help groups reach decisions more efficiently

These suggestions may be elaborated in outline form somewhat as follows

I Clarifying the problem for discussion

    a The problem for discussion should be clarified to subgroups or to individuals if necessary

    b Divide the discussion into parts, e g, How can we improve our lunch period? (1) going to lunchroom, (2) going through lunch line, (3) conduct while eating, (4) leaving the lunchroom

II. Facilitating communication.

    a. Develop skills in keeping the discussion "on the track."
    b. Assist members to learn to listen.
    c. Learn to react to members who make a mistake.
    d. Help the group to respect the suggestions made and to evaluate them carefully.
    e. Help individuals to maintain their integrity.
    f. Avoid rejection.
    g. Learn to stimulate the less vocal; e.g., introduce concrete aids to the discussion or refer to personal experience of the member.
    h. Study patterns of participation; e.g., relationship of leader participation to pupil participation or comparison of girls and boys.

III. Facilitating decision-making.

    a. Gather suggestions, then discuss to clarify suggestions. Unless choices are simple ones, it is helpful to have them listed in full view of the group.
    b. Evaluate all suggestions and make new proposals in the form of combinations of suggestions.
    c. Avoid too much decision-making by the vote. Give sufficient time for the minority to express all their opinions.
    d. Help the group summarize and emphasize all plans made.

After a period of experience in teaching skills of discussion to their pupils, teachers came to the following conclusions as reported by Meier and his associates (37).

I. Identify the purpose of the discussion.

    a. To raise a question, invite inquiry, introduce a problem, draw a generalization, exchange beliefs.
    b. To consider the soundness of a generalization, or dissolve or synthesize two or more generalizations, or to apply accepted generalizations to new situations.

 c To determine actions and their sequence in achieving the general goal

II *Get the discussion under way*

 a By asking questions that invite ideas or opinion
 b By making a challenging statement
 c Through movies sociodrama recordings
 d By calling for illustrations of the point
 e By asking for defense of a conclusion
 f By asking for implications or consequences of a conclusion

III *Facilitate the discussion by*

 a Thinking as well as talking
 b Trying to gather all the facts
 c Respecting different points of view, listening with an open mind
 d Giving your opinion rather than merely reiterating

IV *The leader enters the discussion*

 a When the resources of members fail
 b When the discussion wanders from subject
 c When argument ensues between a very few individuals
 d When there is need for clarification or explanation
 e When inconsistencies are evident
 f When time is running short
 g When a member has difficulty expressing himself

V *Do not impede the discussion by*

 a Limiting the time or rushing the contributor
 b Directing the discussion toward a meaningless idea
 c Restricting questions
 d Stopping a member whose values are in conflict with the leader's
 e Being too formal
 f Permitting excessive repetition

VI Summarize the discussion by

    a. Listing the ideas on the blackboard

    b Asking a member to review the material covered

    c. Naming the major points that have been made

    d. Pointing out the steps used in arriving at a conclusion

    e Formulating a generalization from the ideas used in the discussion

    f Deciding on a plan of action or determining the need for more information

The purpose of discussion basically is to change habits, attitudes, understandings, and ways of working of group members A discussion is most valuable if every member has made some contribution and if he feels the importance of the problem under consideration It is good if it is continuously oriented toward decision and action with the leader assisting in a common solution rather than acting as a source of final solutions The group recognizes its need for information and knows where to find this data either by using resource persons or resource printed materials The atmosphere is one of friendly coöperation with a feeling of progress toward common goals The choice of problems and goals is realistic with the discussion moving readily toward decision when decision is required

Teacher-Pupil Planning. Democratic ideals can be developed only by participation in a democratic atmosphere Modern schools have recognized an opportunity to develop democratic ideals by permitting pupils to cooperate in the determination of plans and in making choices Difficulties of initiating teacher pupil planned activities are often rooted in the teacher's indecision about when to be democratic and when to be autocratic Democracy is not present in a

laissez-faire atmosphere, both the teacher and the pupil have a responsibility for offering suggestions Occasionally it is essential for the teacher to set firm limits for the sake of individual and group security The first steps in group planning with young children, for example, are characterized by varying degrees of teacher domination As children grow older they may be taught the skills of responsible group membership so that teacher restraint becomes less necessary All teachers find it necessary to take a more or less active role in the overall scheme of things, they find it imperative to make continuous judgment that each opportunity presenting itself as practice in cooperation is suitable to the maturity and experience background of the learners

A summary of key suggestions to a teacher who would assist his pupils in group planning follows (38)

1 Plan around real responsibilities with concrete content Do not give overdoses of planning Let children help with agenda setting
2 Let children do—formulate, suggest, record, try out their ideas Give support to a group but do not overdirect it
3 Widen horizons and build background experiences to improve quality of participation
4 Clear the way with other adults for pupil planning
5 Create an accepting and supporting atmosphere
6 Make sure that all pupils understand (throughout a discussion) the problem under consideration
7 Help the group divide the discussion into parts
8 Be flexible in maintaining the discussion on the subject
9 Guarantee that ideas of group members get a fair hearing
10 Distinguish between a suggestion and a group decision
11 Introduce concreteness into discussions
12 Raise questions that stimulate thinking
13 Work for consensus
14 Foster concrete, clear cut decisions

In her dissertation of "Program Planning of Teacher and
Pupil," McKee (35) lists mistakes which four teachers found
they must guard against These are appropriate to include
here

1 Planning more work than could be accomplished in the time
   allowed for it.
2 Rushing so fast that the children did not receive maximum en
   joyment from a unit of work.
3 Forcing their own interests upon the children
4 Giving so much freedom in planning that not much learning
   occurred
5 Being out of the picture at the psychological moment when a
   teacher was most needed
6 Allowing the same children to lead in the planning all the time
7 Having enough, but not too much, repetition in planning

There appears to be no one best place to begin planning
with pupils, but cooperative procedures cannot be learned
without trying them It is desirable to begin with an activity
that is expendable and yet is simple enough for both teachers
and pupils to undertake without too much confusion Some
mistakes are inevitable, but these may be considered by the
group and become part of the learning process

The inexperienced teacher is generally afraid to delegate
responsibility to pupils, e g, he fears that pupils will fail to
make a good plan Such a teacher is likely to reject pupil
suggestions frequently, and if a pupil is assuming the role of
chairman the teacher is likely to preempt the position The
teacher's part in the planning may well proceed as "fishing"
for the plan he has already in his mind This is known as
"drawing out" and usually culminates in a guessing game
Unconsciously, perhaps, a frequent use of evaluative com-

ments in the form of encouragement will result in the selection of the teacher's rather than the pupil's decision

Some kind of advance planning is imperative, the real problem is to avoid planning which may stifle the thinking of the group The tendency is for the teacher to draw his own preplan from the group, to listen to and to adopt only those suggestions that support it A justifiable preparatory activity is to foresee some of the possible goals for individuals and subgroups and to think through possible experiences which will lead to the accomplishment of these goals Other plans to be made may include (1) possible ways in which a group may quickly and easily organize for work, and (2) organizing the physical environment The teacher should assume primary responsibility for providing a comfortable and challenging physical environment such as an attractive classroom, proper seating arrangements, audiovisual materials In summary, a teacher will wish to use the following kinds of preplanning to facilitate cooperative teacher-pupil planning (1) gathering information about each child including interests, former experiences, home, and community, (2) planning to care for individual differences, (3) planning for opportunities to experiment, (4) planning room organization, physical setting, use of audiovisual materials, and (5) providing for flexibility

Skills in Working in Small Groups The small group is formed by selecting pupils from a large group according to interests, abilities, or special tasks Exclusive use of a whole group in a planning situation offers the risk of going beyond the interest span of members Then, too, verbal participation among the members is usually limited Participation in small groups has the advantage of permitting more verbal par-

ticipation, more leadership experience, and more specific group membership skills. Other advantages include more adaptable procedures which meet individual differences in interest and abilities.

Small groups are formed according to the purpose for which they are to be used. The group may be based on pupil choice or on the basis of teacher selection. The teacher may base his choice upon an individual's need for an experience or an individual's ability to make a special contribution to the large group.

The most frequent way for forming small groups is for the larger group to outline the entire area of study into smaller areas and then divide into groups on the basis of interest in a topic. The use of such a method requires sufficient time to explore not only the possible groups to be formed but also the activities in which each group might engage.

Skills in working in small groups develop slowly and only with careful guidance. Willey and Young (68) suggest one useful training procedure:

A Suggested Training Procedure

1. Have two or three of the more capable pupils gather around the teacher's desk for discussion. The teacher acts as chairman; the class observes.
2. Have the class evaluate what they (the pupils) observed.
3. Have another group demonstrate before the class with a pupil acting as chairman.
4. Have the class evaluate their effort.
5. Add more pupils to the group and have further discussion, always to be followed by class evaluation.
6. The best chairmen can soon be detected. These are given special training by the teacher.

Members should never be placed in a small group without

some prepreparation Requisite is an assurance that the group understands what its task is Then slowly it acquires such skills as (1) planning for time, (2) passing leadership from one to the other, (3) making use of notes on class discussion, (4) retaining an idea until it has been given adequate consideration, (5) making occasional summaries, (6) evaluating progress, and (7) choosing suggestions to present to the larger group A most helpful procedure is to post on charts or blackboard an agenda for committee procedure, pointers for committee operation, or goals toward which the committee is working

In summary, small group work can be effective only when careful consideration is given to purposes, when proper preparation is given to selection of problems, training in group procedures, setting of time schedule, and planning the physical arrangement of furniture and materials, and when plans are made for possible small group activities, for communication between small group and the larger group, and for continuous evaluation of progress

FACTORS OF SUCCESS AND FAILURE OF FULL PARTICIPATION

It is important to understand what factors tend to achieve full participation and what factors tend to defeat it Among these are

1. **The Leadership Role Who Is a Leader?** Traditionally, the pattern of group leadership seems more often to approach the autocratic than the democratic Though we profess democracy, we are still inclined to practice autocracy Many of us still lack a specific, lucid idea of what the democratic process really is and swing from anarchy to autocracy in an effort to be democratic Democracy and efficiency are in

compatible to many would-be leaders. Much confusion still exists as to what leadership is and how it functions. Traditional ideas of a leader as one who controls, manipulates, exhorts, or dominates others are being challenged in light of experience with group work. One type of leader may influence or manipulate others primarily for the satisfaction of his own needs; another type of leader gains influence in proportion as he enables a follower to satisfy his needs. One way to measure leadership effectiveness in group work is in the ability of the leader to influence the behavior of the follower toward specified goals; for example, is the goal a personal goal of the leader, an organizational goal, or a common goal of a group?

The personality of the follower as it manifests itself in a given situation becomes the key variable with which the leader must deal. The needs, attitudes, values, feelings, expectations of the follower must be met or satisfied by the individual successfully rising to leadership. These are things to which a prospective leader must become sensitive.

In group situations with which most of us are familiar we observe such leadership roles as manager, director, superintendent, supervisor, or principal. The leader is perceived by members of the group as having greater "psychological size" or "potential influence" than they themselves have, either because of the "power" the leader holds over members or because of "prestige." Such a leader holds authority of position over followers, rather than authority of insight, or understanding, or true leadership. A follower may oppose, resist, challenge acts of the leader, or he may become submissive, dependent, and solicitous. In the first case, the leader's contributions are not accepted by members because they are responding to him as an authority, a symbol of power, rather than to his contributions. In the second case,

followers may actually organize against the leader, as in management-union relationships In either case the net result is a loss to the group of effective leadership, both on the part of the leader and on the part of group members

2. The Member Role. The traditional leader is one who has position or status over followers who are willing, for one reason or another, to be led As this role of leadership changes from policy maker to group development the role of the member changes from followership to active membership Planning, organizing, evaluating become responsibilities of the group, not just of one person in the group Each member has part in facilitating and coordinating group effort, in the selection and clarification of a common problem, and in the solution of that problem He may play the role of questioner, information giver, compromiser, expediter, antagonist, or tension reliever His purpose is to help make the group productive

3. Group Atmosphere. Group atmosphere may facilitate or defeat group participation and productivity Group meetings may be friendly or hostile, permissive or formalized, intimate or impersonal The emotional tone may be conducive to wide participation and active exchange of ideas or to lethargy and disgust

4 Decision Making. The manner in which decisions are reached influences the productivity of the group Group decision depends upon careful and thoughtful consideration of the issues by members, and the decision should represent a true consensus of the feelings and thinking of all members

5. Group Structure. Ease of communication between mem-

bers is necessary if the group is to be really productive
Certain structural aspects of the group may become barriers
to such communication Status differences among members
may inhibit active participation and should be minimized
at an early date Rank, titles, degrees among members will
stifle participation unless something is done to minimize
such differences

We believe, then, that the success of a democratic society
depends upon improving group relations and group effective-
ness, and that schools need to evaluate all possibilities of
giving students practice in group work and in the develop
ment of group process skills

FUNCTIONAL ROLES OF GROUP MEMBERS [1]

Task Roles   (functions required in selecting and carrying out
a group task)

Initiating activity Proposing solutions, suggesting new ideas,
new definitions of the problem, new attack on problem or new
organization of material

Seeking information Asking for clarification of suggestions, re-
questing additional information or facts

Seeking opinion Looking for an expression of feeling about
something from the members, seeking clarification of values, or
suggestions or ideas

Giving information Offering facts or generalizations, relating
one's own experience to group problem to illustrate a point

Giving opinion Stating an opinion or belief concerning a sug
gestion or one of several suggestions, particularly concerning
its value rather than its factual basis

[1] Reprint from Adult Education Association, *Adult Leadership* (January,
1953) I 2–11, 743 North Wabash Chicago

Elaborating: Clarifying, giving examples or developing meanings, trying to envision how a proposal might work out if adopted.

Coördinating: Showing relationships among various ideas or suggestions together, trying to draw together activities of various subgroups or members.

Summarizing: Pulling together related ideas or suggestions, restating suggestions after the group has discussed them.

Testing feasibility: Making application of suggestions to real situations, examining practicality and workability of ideas, pre-evaluating decisions.

Group Building and Maintenance Roles . . . (functions required in strengthening and maintaining group life and activities).

Encouraging: Being friendly, warm, responsive to others, praising others and their ideas, agreeing with and accepting contributions of others.

Gate keeping: Trying to make it possible for another member to make a contribution to the group by saying, "We haven't heard anything from Jim yet," or suggesting limited talking time for everyone so that all will have a chance to be heard.

Standard setting: Expressing standards for group to use in choosing its content or procedures or in evaluating its decisions, reminding group to avoid decisions which conflict with group standards.

Following: Going along with decisions of the group, somewhat passively accepting ideas of others, serving as audience during group discussion and decision making.

Expressing group feeling: Summarizing what group feeling is sensed to be, describing reactions of the group to ideas or solutions.

Both Group Task and Group Maintenance Roles.

Evaluating: Submitting group decisions or accomplishments to comparison with group standards, measuring accomplishments against goals.

Diagnosing: Determining sources of difficulties, appropriate steps to take next, the main blocks to progress.

Testing for consensus: Tentatively asking for group opinions in order to find out if the group is nearing consensus on a decision, sending up trial balloons to test group opinions.

Mediating: Harmonizing, conciliating differences in points of view, making compromise solutions.

Relieving tension: Draining off negative feeling by jesting or pouring oil on troubled waters, putting a tense situation in wider context.

From time to time—more often perhaps than anyone likes to admit—people behave in nonfunctional ways that do not help and sometimes actually harm the group and the work it is trying to do. Some of the more common types of such nonfunctional behaviors are described below:

Types of Nonfunctional Behavior:. (In using a classification like the one below, people need to guard against the tendency to blame any person, whether themselves or another, who falls into "nonfunctional behavior." It is more useful to regard such behavior as a symptom that all is not well with the group's ability to satisfy individual needs through group-centered activity. Further, people need to be alert to the fact that each person is likely to interpret such behavior differently. For example, what appears as "blocking" to one person may appear to another as a needed effort to "test feasibility.")

Being aggressive: Working for status by criticizing or blaming others, showing hostility against the group or some individual, deflating the ego or status of others.

Blocking: Interfering with the progress of the group by going off on a tangent, citing personal experiences unrelated to the problem, arguing too much on a point, rejecting ideas without consideration.

Self-confessing: Using the group as a sounding board, expressing personal, non-group-oriented feelings or points of view.

Competing: Vying with others to produce the best idea, talk the most, play the most roles, gain favor with the leader.

Seeking sympathy: Trying to induce other group members to be sympathetic to one's problems or misfortunes, deploring one's own situation, or disparaging one's own ideas to gain support.

Special pleading: Introducing or supporting suggestions related to one's own pet concerns or philosophies, lobbying.

Horsing around: Clowning, joking, mimicking, disrupting the work of the group.

Seeking recognition: Attempting to call attention to one's self by loud or excessive talking, extreme ideas, unusual behavior.

Withdrawing: Acting indifferent or passive, resorting to excessive formality, daydreaming, doodling, whispering to others, wandering from the subject.

SUMMARY

Human relationships can be improved only when many social experiences are provided with people from diverse culture groups. Actual intermingling with people, working on the same committees, sharing recreational pursuits, sharing in neighborhood or even home living, are the most effecing in neighborhood or even home living, are the most effective means of correcting misconceptions, of challenging stereotypes, and of alleviating hostilities.

Ideally, the learning situations should be imbedded in deeply personal contexts such as family living, mother-child situations, family customs and observances. Of necessity, this kind of experience can be offered in the public schools only through such vicarious experience as real or make-believe trips, stories, recordings, dramatizations, parties, painting pictures, motion pictures, radio and television and through meeting people of their own or other neighborhoods. The teacher or counselor who wishes to improve human relations must first know the community mores and the children's social experiences and attitudes. Above all he must understand what behavior and beliefs the pupils need to learn.

"Children learn what they live; in a culture which practices and condones prejudice, one behaves and thinks with prejudice. If children are to learn new ways of behaving, more democratic ways, they must be *taught* new behavior and new values." (64)

SUGGESTED PROBLEMS FOR STUDY AND DISCUSSION

1. The pupils of what social class are more likely to create discipline problems for the teacher? Why?
2. Basing your argument on what you know of differences among social classes, why do you think more pupils of the middle and lower socioeconomic class tend to work hard in school?
3. The lower the individual's position the more he agrees that classes exist and differences among them are large. What does this indicate? What can the teacher do about this attitude?
4. There is a large difference between the percentage of those from occupations A and D who plan to go to college. What are the implications for education arising out of this situation?

5 Patrick a Negro refuses to work with Henry a white boy What can the teacher do?

6 As related to education what is the difference between the terms *intercultural* and *intergroup?* Which term is more likely to pertain to socioeconomic groups?

7 Explain "Group activity in itself is of little or no value

8 Defend Intergroup experiences should not be a separate unit in the curriculum nor should they be reserved for a *particular part of the school day or lesson*

9 Miss Smith teaches in a consolidated school located in the largest community in the county but drawing children from farm homes that are socially isolated She is disturbed by the cleavage between urban and rural children What possible approaches would you suggest for her?

10 Write the names of children of your acquaintance who are together in a group under each descriptive term listed below

a *Gets along best with others*
b *Badly needs the friendship of others*
c *Smiles often and seems happy*
d *Most helpful to teachers and other pupils*
e *Least helpful*
f *Fights least*
g *Teases and picks on other children*
h *Will not share and take turns*
i *Fights a great deal*
j *Does not try to attract attention*

Make a sociometric chart for this group and compare results with the names listed above

11 Which of the following is inappropriate as an objective for intergroup education? Indicate the best answer

a *Helping to reduce destructive intergroup friction*
b *Understanding the attitudes of society toward certain groups*

    c. Understanding the group relationships among peers.

    d. Making it difficult or impossible for groups and individuals to express hostility.

12. The general tendency is for teachers: (Indicate the best answer)

    a. To be fairly accurate in their estimates of the extent to which pupils are accepted.

    b. To be less than 25 percent accurate in their estimates of acceptance.

    c. To be more accurate in identifying those students who are most accepted by others.

    d. To be more accurate in identifying those students who are least accepted by others.

13. In general teachers should: (Indicate the best answer)

    a. Set standards for individual class members.

    b. Dominate the group and influence the group's standards.

    c. Work with groups, rather than against them.

    d. Separate children when the formation of cliques is noted.

14. As children approach the adolescent state of development: (Indicate the best answer)

    a. Cliques begin to disintegrate.

    b. Cliques become stronger and hold together longer.

    c. Mutual pairs predominate.

    d. One of the foregoing is true.

15. A teacher should build morale, cohesiveness, and good communicative relations in the classroom in order to: (Indicate the best answer)

    a. Control children more effectively.

    b. Improve the emotional health of children.

    c. Make the classroom atmosphere more desirable.

d Insure the success of the educational program of the school

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11

Personality Change in the

Group Process

EMOTIONAL AND SOCIAL ADJUSTMENT BY GROUP EXPERIENCE

Adjustment indicates a harmonious relationship between one's self and other people Such a condition requires understanding of one's self, suitable relationships with parents and siblings, desirable relationships in neighborhood and community, and eventually, established long term congenial relationships with contemporaries Adjustment requires a continuous modification of personality Because change is dependent primarily upon gaining increased need satisfaction or of avoiding decreased need satisfaction, the guidance expert wishing to use group processes to assist the individual to adjust, must consider basic personality needs An individual's behavior will be in terms of his perception of his own needs

Man is a social organism who lives and works in groups Intellectually or for self survival the individual sooner or later discovers that cooperation and group effort are superior

to selfishness and dogmatic individualism. A major concern of guidance workers is the objective of assisting students to develop skills in understanding which cannot be achieved by means of didactic or logical teaching alone. Formal school organization itself provides opportunity for a partial fulfillment of the objective. When the child enters school he meets many others like himself and immediately finds himself in competition to gain teacher approval or to strive for status. The frequent occasions on which the child runs counter to the purposes and progress of class activities make him feel alone, unrelated, uncomfortable, or even rejected. The counselor or teacher finds it necessary to assist the individual by giving emotional support in the expression of feelings of frustration. The support may take several forms; for example, it may be a control of circumstances whereby pupils sharing an emotion are associated with one another or it may be merely an oral report on similar circumstances. It may be a sympathetic remark such as: "You may get angry if you wish," "I know just how you feel," "That's just the way Bill said he felt," "I guess many of the others feel the same way." Support of this kind is frequently necessary with very young children.

The preadolescent and early adolescent are experiencing a growing-up process which requires an understanding adult. Group importance is beginning to supersede self-importance. The adolescent is gaining a new view of the world, influenced somewhat by a new human feeling of kinship accompanying his maturation. Not only is there a natural desire to have companions in play but also a deep interest in sharing information with age mates. Learning in a group at this age is essential. The adolescent's concept of himself is formed largely because of the perceived action of others toward him. It is through the group that we see an

increased awareness of an individual's relations with others, of the attitudes aroused in others, and of the attitudes in self that motivate individual behavior Guided direction in group analysis may lead the individual to learn about himself

Learning to adjust to a social world calls for basic changes in the person himself—changes which rarely occur through the accretion of facts or through skillful use of parliamentary rules Learning to adjust must occur in the social milieu itself Compliance merely because of fear of punishment rather than through choice and dictates of conscience represents artificial rather than *real* change The atmosphere must, therefore, be one of freedom and spontaneity in which grievances may be fully expressed and emotional security is established A second requisite is that the individual be placed in a group where he feels he belongs A new system of values and beliefs will be adopted only as part of his identification with a group No change can be expected as long as the individual feels he is being attacked

BASIC PRINCIPLES WHICH ASSIST ADJUSTMENT IN THE GROUP

The Principle of Permissiveness The pupil should be placed in an atmosphere which permits him to discover conditions under which he can experience the most satisfying social contacts Impulses and egotism must be controlled and modified if the social acceptance is to survive Social interaction, that is, actual experience with the world and people, is a necessary educative experience—differing dramatically from an experience of being told what to do by an authority Essential, then, is a free and permissive environment in which everything said and done is accepted though not necessarily approved The pupil must be free to make his

own choices which lead to self-control, self-respect, and self esteem

Permissiveness has little chance to operate in a *laissez-faire* climate For this reason there will always be need for leadership and the existence of certain boundaries and limitations Some of these we may list as

1 The leader should not be made the object of swearing, physical attack, or challenge by disobedience
2 No materials should be stolen
3 Certain group decisions must be rejected
4 There should never be physical contact among group members, including the leader
5 School or public property should not be destroyed (Destruction of some materials during the early stages of adjustment is frequently an expression of hostility, thus the leader occasionally makes accessible certain amounts of such materials as paint, wood, or clay, expecting that they will be destroyed)
6 Foreseen actions which create danger or excessive feelings of guilt or anxiety should be curtailed (This is one reason for prohibiting physical harm to another child or to the teacher)

The Principle of Praise. Maladjusted individuals have lost their sense of self-worth, many normal individuals, too, need a bolstering of egos Because a sense of success will restore self respect, the pupil should be given an opportunity to create and assert within the limits of his capacity Recognition, praise, and encouragement are valued when given by the leader, but valued even more if given by the group Behavior, even though antisocial, should not evoke condemnation from the leader On the other hand, the group may wish to condemn such behavior and because, basically, the individual wishes to be accepted, or at least not to be excluded, group opinion becomes one of the strongest checks

upon individual self-indulgence and egotism When members of a group can offer generous praise to another of the group we have a situation conducive to remedial endeavor

In general, a leader will not be wrong if he praises everything creative a child does, no matter how mediocre, unless he feels the child is unable to bear praise Praise by the leader provides a stimulus for praise by the group

The Principle of Participation.   Group participation, always an objective of a good leader, is usually stimulated by making possible a large choice of materials Release through some form of activity and interaction with others is essential for children having personality difficulties, yet without some form of direction by a leader little benefit or improvement will occur For those children who are so frightened that they are unable to face a group in any kind of conversation, materials for manual occupation may provide opportunity for activity until courage is gained to communicate with other members Unless a child can learn to participate with other members of his group in *commonplace activities* the therapeutic situation is likely to offer little value

The encouragement of manual activity in arts and crafts is primarily beneficial in bringing members together and stimulating them to *converse, cooperate, and evaluate* The feature of permissiveness to use construction materials to make whatever he wishes impresses the *average* group member

When a pupil is provided with varied materials he will choose that activity appropriate to his personality pattern When other people are present he may prefer to watch others at work, to engage in a conversation, to destroy the work of others, to gather all materials on a table for himself, or to make a noise to attract attention The quiet, withdrawn child will usually prefer such manual activities as sewing,

knitting, drawing, or painting. The aggressive youngster will prefer hammering, bell ringing, basketball, or woodwork. Progress toward adjustment is indicated when an individual not only changes his type of activity but also increases his choice of socializing activities.

Materials often provide release from emotional pressure. One experimenter, for example, found that an apparatus to hold paper targets to be broken by bean bags was most effective in dealing with hostility. "Over an opening in a plywood panel, pictures are fastened by scotch tape, making it possible for bean bags tossed at the target to strike the picture and destroy it. . . . Some of the boys . . . illustrated the manner in which children's hostility towards diverse threats was elicited towards symbolic representations of these threats, thereby eliminating much of the trauma previously experienced by less aggressive members of the group." (56) It will be noted that the leader may recognize, accept, and reflect feelings and problems which become apparent as the pupil is permitted to enact his hostility without the restrictions ordinarily present in an individual counseling session.

QUALIFICATIONS OF THE COUNSELOR OR TEACHER

A good leader is sensitive to his own feelings and to the feelings and needs of others. His temperament should be expressed in quietness, relaxation, and the ability to give comfort to others. There is no place for cynicism, sarcasm, distrustfulness, and partiality in his nature. While he has an empathic response to the group member, he must not become too emotionally involved or attached to favorites in the group. Ever on the alert for subtle meaning in what appears to be ordinary behavior, he receives suggestions easily, is tolerant of all opinions, and never shows surprise at what is said and

done He must establish himself as a member rather than a director of the group

The leader must be a scientific observer and reporter who, although he remains in the background, appears to be very personal and enthusiastic He must be able to provide the parental love and understanding that may be lacking in the life of a socially maladjusted child In other words, he must represent an ideal parent possessing all the desirable characteristics that a real parent may lack

Desirable characteristics of acceptance, friendliness, appreciativeness, positiveness are expressed just as frequently in attitude and demeanor as verbally The capable leader is willing to permit hostile, destructive acts yet uses good judgment in establishing permissiveness At all times he must guard against placing himself in jeopardy or in positions giving opportunity for abuse by hostile members The difficult ability to anticipate possible trends of behavior must be cultivated With training and experience a warm, sympathetic counselor or teacher who understands the emotional needs of children can conduct group sessions in a consistently permissive, pupil centered manner

PUTTING THEORY INTO ACTION

Structuring the Group Because of extreme and persisting deviations some individuals cannot make adjustments in a group situation It is, therefore, necessary to select group members with care Chief among the elements to be considered are chronological age, social maturity, sex, and although not too significant, intelligence A two year chronological age span is the maximum unless physical size is atypical The oversized or undersized pupil generally has difficulty in gaining group acceptance

The basic criterion of success of group experience is social maturity. Overprotection, rejection, and favoritism, all factors affecting social maturity, are not only elements to be corrected but are also factors to be considered in grouping. Overprotection, for example, is characterized by infantile behavior, and pupils indulging in this will fare better if placed with younger children.

Inasmuch as an aggressive member is likely to dominate the group and agitate others, it is inadvisable to have many aggressive children in one group. Neither is it wise to select too many self-effacing and withdrawn individuals. The reticent, withdrawn, or timid child has a tendency not only to be isolated but to prefer isolation. Too many such people in a group stifle activity. Though seldom attained, the ideal group is one of equal balance of aggressive, active, withdrawn, and average individuals. In any case, it is only those individuals who have a desire to be accepted by others who can be helped.

The factor of sex is insignificant if the members are young children. Ideally, the distribution of boys and girls should be about equal. Adolescent boys and girls should not be placed in the same group in the beginning sessions at least.

The group should be kept small in number, not exceeding five or six. After a number of sessions, small subgroups within the larger group will begin to appear spontaneously if the membership is large. Even in small groups a subgroup may center around a powerful individual who attracts the less stable personalities, or a subgroup may form because of similar behavior such as hostility, boisterousness, or aggressiveness. In some cases it may be necessary to add new personalities either to balance the larger group or to disintegrate cliques.

Arrangement of the Physical Environment. Leaders have noted that certain physical conditions affect the success of member participation Confinement to a small space may make an individual so nervous that it will stimulate unusual aggressiveness or even hostility On the other hand, if the room is too large there may be excessive running, jumping, and yelling This would be the case with a playground or gymnasium (which for preliminary meetings may be ideal) where tumult will increase a tension It is well to arrange for maximum light, walls of neutral color, and in instances involving young children, the windows should be screened, the doors without glass, and the tables sturdy

Plan Activities and Provide Materials Whether the activities are in the form of field trips, gymnastic exercises, games, holiday parties, or discussion, they must be carefully planned Because the direction and nature of activities will generally be determined by them, materials placed within the area are important Water, paint, clay, wire, wood, hammers, nails, metal, or bolts are readily accessible For older children electrical and magnetic toys, sewing materials, crochet and knitting materials, leather work, or ping pong tables all invite activity

For older pupils the discussion periods are facilitated with movable tables and chairs In some groups overstuffed furniture is ideal, for immature groups such furniture provides undesirable opportunity for *destruction*

Gather All Available Information About Each Member. Although the techniques of gathering information about the child are not thoroughly discussed in this volume, the leader must be skilled in this phase of guidance Numerous texts

are available which are helpful in describing these techniques (8, 28, 80, 81).

Data are essential not only for structuring groups but also for solving problems arising within groups. It is necessary for the leader to know whether a pupil is an instigator, provocateur, aggressor, daydreamer, or a withdrawer. Is he suggestible, overactive, creative, autistic, or egotistical? Knowledge of the member helps the leader to anticipate attitudes and responses and thus avoid numerous potential situations and crises.

Initiate the Action. Methods of action will be as varied as leaders who conduct the meetings. Each group is different too because of the variety of the individuals composing it. In no case can we expect miraculous or rapid improvement. This can be expected only after many carefully conducted sessions. Pupils with extreme personality disturbance should receive treatment only under the leadership of a well-trained clinician. The school counselor or teacher should never attempt group therapy.

It is essential to begin by discussing subjects closest to interests of the members. The leader always uses language that can be easily understood and avoids the excessive questions typical of a quiz session. Although it is wise to take every opportunity to direct group discussion toward feelings about self and surroundings, it is never wise to moralize.

EXAMPLES OF EFFECTIVE USE OF GROUP PROCEDURE

In the foregoing pages we have discussed the theory and general practice of using the group to assist the individual in adjustment. Hoping that it may be beneficial to the reader, we now present three examples of how theory has been effectively practiced.

Using Group Procedures to Assist in Social Difficulty. In using a technique which they described as "round-table psychotherapy," McCann and Almada (53) worked toward accomplishing these objectives: to help each member gain a proper perspective of his problems; to help him realize that others will accept him as an individual and will try to understand and help him if he will let them; and to help him develop an attitude of confidence so that he can work out satisfactory solutions to his problems. The assumptions under which the activity proceeded were closely related to the objectives. It was assumed, for example, that one gains a better understanding of one's self when *one attempts to understand and help others who are troubled*. By losing himself and his problems in his growing concern and preoccupation with the problems of his fellow members, *a series of psychological adjustments should occur in the member which would give him insight into his own problems* and which would enable him to discuss and cope with them on a rational rather than an irrational basis, and in terms of reality rather than fantasy and delusion.

Concern with one's own problems becomes less important as attention is shifted to the problems of others. Furthermore, one's attitude toward receiving help from others tends to improve as one watches others find satisfactory solutions to their problems. With this change in attitude solutions should gradually evolve which should restore self-respect. By means of the simple mechanical arrangement of permitting the individuals to face one another around a table to talk about their problems in scheduled sessions, noticeable improvement in social adjustment was fostered.

Using Group Procedures to Assist Delinquents. Gersten (30) describes the beneficial results of group work with insti-

tutionalized juvenile delinquents. Excerpts from his account may be helpful to the school counselor or teacher. The first meeting was used as an introductory or orientation period to establish rapport. The leader asked for "coöperation in making suggestions as to the most effective and interesting method of conducting the meetings" and encouraged members to take notes during the sessions that were to follow. The leader also suggested that during the week members write down topics and problems that might occur to them as appropriate for discussion during the meetings. An atmosphere of permissive acceptance was established, with the leader purposely attempting to reflect the feelings of members.

Members were seated around a table, the leader among them with no special place of distinction and identifying himself as a member rather than as sole director of the group. Each member was encouraged to be an active participant. The leader frequently urged the subjects to talk freely about anything that came to mind.

Books, pamphlets, and clippings were made available. These were chosen because they dealt with socially acceptable principles without reproving activities which might make the boys feel self-conscious in their discussions and at the same time offered an opportunity to experience a sense of achievement. Therefore, handicrafts were introduced with materials such as molds and "molding compound" (plaster of Paris). With the introduction of the handicrafts, free, uninhibited conversation and discussion and group interaction increased. Several boys, who wished to leave because they had nothing to say, were eager to participate in the handicrafts.

Using Group Procedures to Assist in Academic Difficulties.

In many colleges and in some high schools groups of students are formed on the basis of lack of mastery of reading and study skills A nondirective type of teaching has been proved to be effective by some instructors of these classes By way of illustration let us cite a report by Sheldon and Landsman (71) of an experiment in nondirective group therapy with students in academic difficulty

Students were selected for this group as a result of tests and an interview In addition to the usual conventional lecture and didactic methods, the techniques used were (1) removing the traditional classroom threats such as the authoritarian view of the instructor, the fear of criticism and the necessity of meeting arbitrary standards, (2) emphasizing the reflection and acceptance of feeling and increased independence of the individual student (the participation of the instructor was primarily to create an atmosphere of acceptance, permissiveness, and warmth), (3) reflecting feelings of students as expressed in the classroom discussion, (4) structuring the course verbally when needed and (5) providing materials and equipment, but only when specifically requested by a student It was not unusual to find situations where the students were painstakingly discussing and working out problems surrounding negative attitudes toward instructors feelings of deep inadequacy, resistance to family pressure, and social and personal adjustments Individual interviews were also given to those group members who requested them

Example of a Classroom Group Maas (54) uses an illustration of a resistance situation in a classroom when academic learning activities were blocked In this situation one student began to attack the student chairman rather violently Two other members joined in heatedly, and another student was

defended by a fifth. The leader (the teacher in this case) permitted the feud to continue until the larger group (class) was obviously uneasy about the disturbance. The leader (teacher) asked for an analysis of what was happening.

The student who verbally attacked the chairman then remarked that the chairman had not organized the agenda well enough. The leader (teacher) wondered whether this was a criticism of the chairman, or perhaps of herself for not having maintained control. A member immediately supported this point of view. After a silence one member suggested the idea that some people always need someone to show them how to do things. An analysis of this situation may clarify these elements:

1. Expression through inappropriate feelings—i.e., feelings disproportionate to the situation, obstructing the group's educative procedure.
2. Acceptance of the leader and refusal to intervene permitted eventual signs of dissatisfaction among members of the larger group.
3. The leader's unbiased comments were directed not to individuals but to the apparent reactions of the class as a group.
4. The initiator of the resistance expressed what he thought was the reason for his attack.
5. The leader purposefully and uncritically offered the interpretation that his anger was displaced—that it really was an attack on her. She suggested that the member had no real personal grievance against her, but was indirectly expressing his feelings toward adults or parental figures in general.
6. The leader then encouraged others who had similar emotions to express them. (In this instance, however, no other member indicated similar feelings.)
7. A member then gave a relatively uncritical interpretation of the meaning of the resistance behavior (e.g., "some people

always need someone to show them how to do things") This idea was reinforced by the leader

8 Subsequent discussion clarified for the group the feelings of students who are overdependent on authority for structuring their group work The spirit of acceptance of one another's remarks in the discussion probably helped the dissatisfied and aggressive individuals in this situation to reenter group activity with a minimum of discomfort.

HELPING THE GROUP TO IMPROVE ITS OPERATION

Pupils Are Usually Considered in Groups in the School. Although there are occasions when a pupil receives individual attention in the school (i e, individual counseling), usually the individual finds himself a member of the group In foregoing pages we have recognized that being placed in a group should not be regarded as a disadvantage Contrariwise, being a member of a group can be a real advantage in gaining assistance in developing awareness of self Group endeavors often help the individual to realize that the conception he has of himself differs radically from the conception others have of him Our success as a group member requires an understanding of others' views toward us

Every school counselor and teacher should have some information about the studies that have been made in group dynamics By combining study with actual experience in group dynamics workshops, a guidance worker can learn to utilize the group in assisting the individual to make a better personal adjustment and to become a better group member Ideally, the forces operating within a group can best be observed in a problem centered situation where people are working, thinking, and achieving together in terms of some common endeavor

In most group problem-solving sessions there are certain general patterns of processes that can be analyzed and observed Thelen (78) has grouped these processes in six basic categories

1. Communication is essential There must be a common language, definition of the situation, feeling and motivation, and sharing of experience
2. Every member must feel as though he belongs, and has a common concern in agreement as to what is important.
3. Group control must be exercised in cooperative effort
4. Individuals in the group must rely on their skills and abilities to produce changes in the situation and to avoid frustrations
5. Group members must be able to distribute pleasures
6. There must be permissive discussion of all issues

Does the Person Lose His Individual Worth in a Group?

An issue which has attracted the attention of many scholars is the question of group versus individual thinking, i e, does group action submerge the individual into blind and abject subservience? Bradford and Lippitt (12) contend that attention to the improvement of group action should increase the contribution of the individual and his personal value in his relations with others This statement is supported by nine theses

1. Studies of individual action under leadership patterns The individual becomes thwarted and frustrated under autocratic leadership This may also be true of rigid adherence to procedural rules
2. In effective group relations the group becomes sensitive to the needs of individual members The group can assist the individual to develop his initiative and express his ideas
3. In effective group relationships the individual shares in establishing group goals which affect his own situation

4. Expression of individual opinions and frankness of feelings are allowed in a permissive situation rather than in an autocratic, manipulated one. In a democratic situation differences of opinion are encouraged and expressed so that the group can find common factors within those differences

5. The utilization of the consensus method of decision making makes the individual important. A group that seeks consensus before rushing to a vote protects the individual from being overridden and rejected by the majority. The group seeks decision by examining different contributions, weighing them, and endeavoring to find solutions that contain the best of all the contributions

6. In effective group relations the individual is encouraged to feel independent, is delegated responsibility and authority so the group members develop trust in one another

7. Group relations research indicates a wide range of necessary individual contributions. At different times a group requires many different kinds of contributions

8. Individual action and responsibility are more likely to result from shared decision making than from autocratic decision making

9. Leadership is a skill which is acquired, not inherited. By discovering what happens in group situations and what causes different individual behavior, and by contributing to the recent growing movement of leadership and membership training, social science has aided materially in freeing and developing the individual, rather than submerging him in the group

In a thesis summarized as the "Authoritarianism of Group Dynamics," Kerlinger (44) argues that the individual may become subordinate in the process of unanimous rather than majority decision. The principal points of his arguments are

Group dynamics has been mainly concerned with the very important problems of small groups, interaction and communication in small groups, and the atmosphere of different kinds

of groups. This preoccupation with small groups has misled group dynamicists about the essential nature of the decision-making process. How can it always be possible that what happens in a group of three to seven people is desirable in all groups?

2. In the name of alleged coöperation and alleged democracy, the group member gives up his basic autonomy of choice and thus helps to destroy the democratic process.

3. Unanimity as an ideal and as an end can and does very effectively destroy the individual's autonomous choice. In effect, it is a device whose social objective is the glorification of the group and the subordination of individual choice and autonomy.

4. Individuals will accept what seems to be general consensus for a variety of reasons: timidity, fear of appearing deviant, the need to conform, and political motives.

5. It is not possible, except on trivial issues or under special circumstances, to arrive at a unanimous decision without pressure of one sort or another. The pressure is hidden behind the rather mystical cloak of arriving at a consensus; nobody in the group knows clearly what this consensus is.

Some Questions Remain Unanswered. Social science research has made great progress toward an understanding of group behavior. The studies of the effect of autocratic, *laissez-faire*, and democratic climates upon the individual are classic. Leaders sensitive to the needs and feelings of individuals as well as conscious of the task to be done accomplish more than leaders merely concerned with the task. Currently, however, we are still uncertain as to just what happens to individual morale, attitudes, emotions, self-concept, and patterns of action in a supposedly unanimous decision. The oft-quoted proverb is appropriate: "A man convinced against his will is of the same opinion still."

The practice of small group decision to determine lines

of action may be good or bad depending upon pressures outside the group Let us cite one example which we shall take for illustrative purposes from the field of school administration The leader (the school administrator) wishes a certain decision to be made He is careful to choose members of a small group that he thinks will make the decision of his liking If he is wrong in his selection he may do several things (1) He may add members to the group to make it larger and thus modify or change completely the decision of the smaller group, (2) He may add his own prestige either by acting indifferently toward pressures negative to his own feelings, or by the manner of indicating his desires, (3) He may call an individual member to his office and rebuke him for taking a "blocking role", (4) He may call each member into his office and determine his attitude before he asks the group to make a decision, and if he finds the majority does not think as he does he avoids permitting the group to make the decision

The group process as a democratic process may be abused by autocratic leaders Probably no purely democratic school administration exists at the present Fortunately, however, studies in group dynamics have helped us to approximate this goal

THE MEASUREMENT OF SOCIAL STRUCTURE

The measurement of the social structure of a group is generally known as sociometry The technique is based primarily upon the response of children to personal questions or descriptions There are no standard sets of questions, these are determined largely by purposes and immediate situations One teacher found the following procedure useful

Pupils, you are sitting where I have asked you to sit, but now that we all know one another better, I am sure you may prefer

to sit somewhere else I would like to know just where you prefer to be You have been given a piece of paper Please write your own name and under it write the name of the person you would like to sit by If you can't sit by this person then write the name of your second choice Now write your third choice Since there are many pupils and each of you may be choosing in many different ways, you can see how it is that I can only do my best to arrange the seats so everyone gets at least one choice

Other sociometric questions may be

1 Whom would you like for your best friend in this room?
2 With what person in this room would you like to attend a show?
3 With what person in this room would you like to play most on the playground?
4 With whom do you like to do your schoolwork?
5 Who is your favorite playmate away from school?
6 If you were giving a party, which person would you invite first?
7 Who should lead the classroom when the teacher is away?
8 What person would you like to take a long trip with you?
9 What other boys or girls do you want to be in the same home room with you next semester?
10 With what person would you like to work on this committee?

Mechanics for Gathering Sociometric Data [1] To assure good rapport the question should be presented in an informal and natural manner and worded so that children understand how the results are to be used The question

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[1] The reader is referred to two excellent sources from which suggestions may be obtained for arranging and interpreting sociometric data The writers are indebted to these sources for many of the ideas contained in this section (1) Helen H Jennings *Sociometry in Group Relations* Washington D C American Council on Education 1948 (2) Clifford P Froehlich and John G Darley, *Studying Students Guidance Methods of Individual Analysis*, Chicago Science Research Associates Inc , 1952

should be asked with enthusiasm, yet not with such emphasis as to give it undue importance Most teachers use a 3″ x 5″ card distributed to each child with directions to write name on one side and figures one, two, and three in the choices on the other Cards are then collected and arranged in alphabetical order, according to the pupils' last names Data are then transferred to a table such as that seen in Table 2 First choices are given a weight of 5 second choices a weight of 3, and third choices a weight of 1

TABLE 2 Weighted Data from a Sociometric Test

Chosen / Chooser	George	Mary	Sue	Bill	Grace	Robert	Frank	John	Raymond
George A		5						1	0
Mary B			5	3	1	5	3		
Sue C	3						5		0
Bill D	1	3					5		
Grace E	3						5	1	
Robert F	5				3			1	
Frank G	3	1			5				
John H	5			1			3		
Raymond I					1	3	5		
First choice	10	5	5	0	5	5	20	0	0
Second choice	9	3	0	3	3	3	6	0	0
Third choice	1	1	0	1	2	0	0	3	0
Total	20	9	5	4	10	8	26	3	0

Drawing a Sociogram For purposes of interpretation it is *convenient* to plot the summarized data in the form of a sociogram This is conveniently done as follows

1 Place the names of the stars (the students receiving highest scores) in the center Use as symbols a square for boys and a circle for girls

2 Place the names of those receiving second highest scores near

the names in the center yet far enough away so lines can be seen clearly.

3. The isolates (those receiving no scores) and pupils receiving low scores are placed on the periphery.

4. Use lines and arrows to designate choices; e.g., a solid line for first choice, a dash line for second choice, and a dotted line for third choice. It may be more revealing to use colors for the lines designating each of the three level choices.

A study of Figure 4 illustrates the procedure. The cliques, chums, triangles, stars, and isolates noted in this figure are discussed in the subsequent paragraphs.

ELEMENTS OF GROUP STRUCTURE

Subgroups. The position of an individual within a group, whether it be leadership or isolation, is *group-determined.* Within the larger group there are likely to be subgroups where members choose one another and are never chosen from the outside. Such a group may be weak or strong; the knowledge of strength by teacher or counselor is significant. A gang, for example, represents a subgroup and is usually so tightly organized that change is met with strong resistance. Attempts to force larger group goals upon a gang are usually futile and merely develop closer cohesion with accompanying hostility. Progress can be made more efficiently by abandoning both subgroup and large group goals and finding new goals suitable to both.

Friends. Friends, whether they be chumships or a small group of three or four, may be considered a special form of subgroup, the strength or weaknesses of which can be measured. When two people choose each other and then make identical second and third choices, the degree of friendship tends to be strong. When two friends make widely divergent

Figure 4. A Sociogram
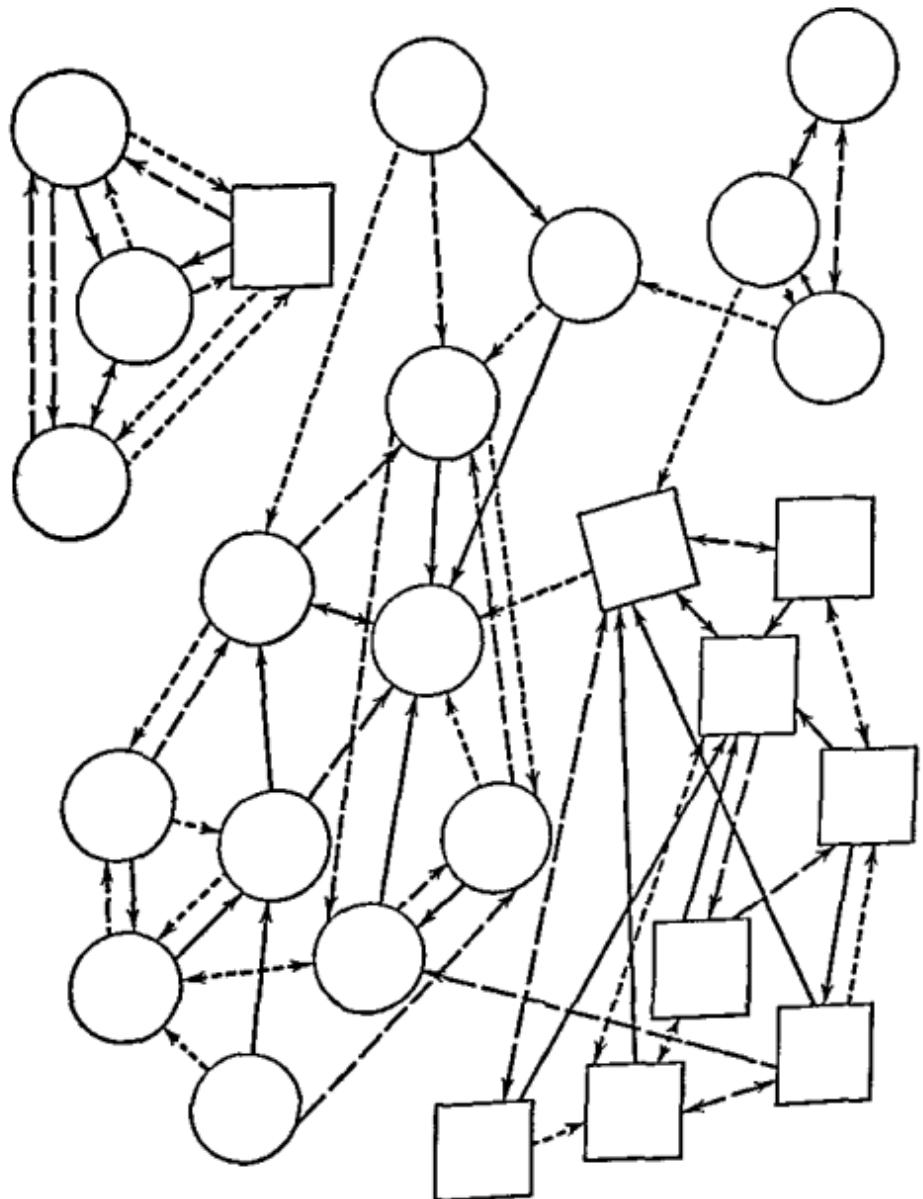
second and third choices the friendship will usually be short in duration. The chumship assumes importance in middle and late childhood and should, therefore, be considered a good structure. Mutual friends are likely to have significant resemblance in height, weight, intelligence, motor ability, and academic achievement. The chum is of approximately the same age, likely to be in the same school and school group, from the same neighborhood, and from the same socioeconomic status. If for some reason the chumship should be dissolved it is better to extend the group by adding more members rather than to separate by force.

Stars. Those people in the group chosen by a number of others may be described as stars rather than leaders. If the stars are leaders they will be able to move others to action; otherwise they may prove to be mere entertainers. Generally, a star is socially successful and is admired for what he is and does rather than for what he refrains from doing. It follows, then, that any type of moral or religious education which places great emphasis upon docility, nicety, or submission to authority may be a handicap to a child's social acceptance. In her study of child personality Wolf (82) found that persistent children come from homes with a moderate disciplinary program, while those who lack persistence come from homes with very rigid or very lax discipline.

Isolates. Those people not chosen by others in the group may be described as isolates. These are the children who cause great concern because the isolated child is often unhappy, bitter against society, suffering from frustration—a potential delinquent and criminal. Although the school should introduce corrective measures as comprehensively and diligently as possible, the school alone cannot assume full re-

sponsibility for ultimate adjustment. The conditions of isolation are nurtured by the social structure of the community, the disrupted family, mobility of family, as well as differences in race, nationality, religion, or economic status. A low average mentality or a physical handicap is also conducive to isolation and rejection.

It is easier to discover an isolate than to ascertain the reasons for his isolation. "He thinks he is better than I am," "Sometimes she speaks to me but most of the time she doesn't," "He is stuck up and thinks he is a big shot"—such explanations as these do not provide the real reasons. Are children isolates because they are ignored, because they are overlooked, or because there is a definite hostility against them? [2]

SUGGESTIONS FOR INTERPRETING THE SOCIOGRAM

The major outlines or characteristic shapes should be observed first with the general patterns noted. Lines of attraction and rejection are significant. Look for chains, that is triangles, squares, or pentagons based on mutual choices. If the patterns of relation appear to be self-contained, with no arrows or lines running between them, it indicates that friendships go by cliques. If the chains appear to segregate three or four children, there may be little opportunity for interchange of ideas or influences When no general patterns appear there is likely to be disorder and lack of direction in class activity. Clique patterns are indicative of antagonisms, disagreements, or general lack of cooperation. It is well to look for differences between data and expectancy or to seek answers for unexpected situations. For example, why isn't

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[2] Causes of isolation may also have a positive outlook, e g, originality, brilliance, high ideals, creativity. Regardless of this, however, the child must be made to feel he belongs

the coöperative child popular with the group? Why does a child choose for a companion a person whose personality differs so dramatically from his own? Considerable information about pupils is necessary if sociograms are to be interpreted correctly. Teachers must know where pupils live, their home backgrounds, their socioeconomic circumstances, cultural statuses, their race and religion, and their physical, mental, or emotional handicaps. Occasionally reasons and explanations of the motives underlying the choices are important but sometimes they defy verification.

The sociometric analysis schedule suggested by Jennings (42) has many advantages for the beginning counselor or teacher who wishes to diagnose and interpret a sociogram:

1. What are the principle differences between the data and your expectancies?
2. What are the personality characteristics of the isolates and stars?
3. What seems to account for certain pupils being the most chosen and receiving few, if any, rejections?
4. How many mutual choices? What seems to account for them?
5. What seems to account for mutual rejections?
6. Are you doing anything as a counselor or teacher which may account for the group patterns?
7. Are such arrangements as classroom routines, lunchroom policy, or play patterns responsible for the general patterning of the sociogram?
8. What cleavages, if any, appear in the sociogram? *Examples:* boy-girl, economic, nationality backgrounds, religion, academic ability, being employed after school, prestige of some special group, other group factors.
9. Will a change in any group pattern improve the group as a whole; e.g., the dissolving of cliques, or mutual choices?
10. In the light of your analysis of their interrelation—structure,

what understandings and skills do you estimate they have already developed efficiently? Which do you estimate they need to develop further?

11   Do the majority of most-chosen children have anything in common? What? Examples race, don't work after school, socioeconomic level, fairly well off, live in open community and not the housing project, most are Protestants, or Catholics, or Jewish, most have lived in this community all their lives, most participate in after school and in school activities

12   What do the unchosen and rejected children have in common? Examples nationality, socioeconomic status, housing, out-of-school work, time in community, degree of participation in in school and out of school activities, discipline problems

13   Are there boundary lines of race, religion, residence location, or any other factors which may break the community into segments and thus indirectly cause segmentation in the school?

14   Does any particular child remain unknown or does he have more outside interests and contacts, does he have an unusual background, or does he have physical handicaps?

OTHER SOCIOMETRIC DEVICES

When used for some purposes, the sociogram may offer some disadvantages Cunningham and associates (22), for example, have noted that sociograms may "paint a black or a white picture of friendship or choice of associates for certain activities, and give no clue as to the vast realm of shades of gray which we feel must be present between the extremes of rejection and acceptance as first choice We found from examining our own experience that there are some people we like a lot and some we do not like at all, and that there are many others who are in a middle group and about whom we have distinct variations of feeling"

It is possible to use certain modifications of social distance measuring instruments with good results. The Classroom Social Distance Scale was developed by Jennings (39) from the original Bogardus (10) instrument used to measure inter-group attitudes. This Jennings Scale allows for a reaction, on a five-point scale, of each child to every other in the group. By assigning numerical values to the five items on the scale, it is possible to arrive at two types of social distance scores: one, a self-social-distance score, indicating the degree of acceptance or rejection of the group by an individual; and two, a group-social-distance score, indicating the degree of acceptance or rejection of an individual by the group. It is convenient to indicate the range of acceptance or rejection offered to any one individual in the group.

A useful sociometric device is the Ohio Acceptance Scale. A sample of this scale (with slight modification) is shown in Figure 5. The six statements (see Figure 5) seem capable of eliciting responses of likes and dislikes. For instance, item three in Figure 5 will make it possible to detect a true picture of rejection. By having all the names of all the students before them, and instructing them to put a number by the name of each one of the names, the results are made more valid. The total score can be calculated by assigning values to each of the items. Item one, for example, may carry a value of 15; item two, a value of 10; item three, a value of 5; item four, a value of 2; item five, a value of 1; and item six, 0. The number of times that a number 2 is placed before the name may be multiplied by 10 and so on. The total score is based on the total weight for the score. This ranking provides both a picture of the best accepted students down to the least accepted students and much important information as well.

Directions: On this sheet you will find the name of every student in the eighth grade. We want you to put a number by every name. The number you put down should be the number of one of the following paragraphs.

Social Acceptance Scale	
Fred	———
Dorothy	———
Gary	———
Joe	———
Dick	———
Sally	———
Jean	———
Joan	———
Janice	———
Susan	———
John	———
Ann	———
Louis	———
Jack	———
Merlene	———
David	———
Bryan	———
June	———
Judy	———
Donald	———
George	———
Emma	———
Carl	———
Roger	———
Ben	———
Jim	———
Nancy	———
Gerald	———
Tom	———
Frank	———
Barbara	———
Gene	———
Jane	———
Paul	———
Vivian	———
Clara	———
Doug	———

1. *My very best friends* The names I put a number one by are my very best friends (or I would like them to be) I would like to spend a lot of time with them. I would tell them secrets and I would do a lot of things to keep them out of trouble. I could tell them my troubles and I would enjoy going places with them.

2. *My other friends* I will put a number two by the names of people that I like to work with and talk to. I would invite them to parties and picnics and would want them to be my friend.

3. *Not friends but they are all right* I would work on committees and be in plays and have these people on the same team that I am on. They are all right, but I do not consider them my friends.

4 *Don't know them.* Maybe I would like these people and maybe I wouldn't. I don't know them well enough to say.

5. *Don't care for them* I say hello when I see them, but I do not enjoy being with these people I might associate with them if I had nothing else to do, but I don't care for them very much.

6. *Dislike them* I speak to these people only when I must. I don't like to work with them and I don't like to talk to them.

Figure 5 Sample of Social Acceptance Scale

PRINCIPLES FOR USING A SOCIOMETRIC TEST

1. The sociometric test is good for one particular situation only; the structure is likely to change according to the question and the situation in which it is asked. The immediate possibilities for sociometric grouping, therefore, will vary in different settings. A test involving choice for teammates in athletic games may show different results than will a test regarding choice for seating arrangements. A second test should be given after a sufficient time interval to permit change in the structure; generally the minimum is seven or eight weeks.

2. The situation must be real to the extent that pupils know what the choices are for, why they are asked for their choices, and at what time these choices will be put into operation.

3. There must be good rapport between teacher and pupils. Such rapport develops from confidence that the teacher is sincere, that the data will remain confidential, that the teacher will use the data as he indicated.

4. It is best to take only positive choices. Confidential interviews may later reveal negative feelings, e.g., are there any people with whom you feel uncomfortable?

5. The implication of one individual judging another should be avoided. If any identifiable factor such as race, religion, or sex seems to be affecting the choice pattern so as to separate individuals, the final arrangement should not betray such cleavage.

6. In carrying choices into action everyone is provided with some of his choices. The highest degree of choice expressed by the chooser, or the highest degree of reciprocated choice expression should be used. For example, an individual who is unchosen or chooses others than those who choose him

receives his first choice, and the individual whose second choice is reciprocated, but not his first, receives his second choice The isolate is placed with the person who is least likely to reject him, usually a star

ROLE PLAYING AS A FORM OF GROUP GUIDANCE

Originating under the name of sociodrama or psycho-drama, role playing is a form of *spontaneous dramatization* in which individuals play a role in a specific social situation The wide variations in the technique and theory of role-playing is illustrated in its increasing use in mental hospitals, workshops in group dynamics, and in the public schools

Role playing assists the individual to explore his feelings about the situations in life which most fundamentally affect his attitudes, beliefs, interests, and ideals Personal problems arising within the family, the neighborhood, and playground can be brought into the classroom where group decision can mold individual thought and action When pupils happen to make incorrect decisions in the eyes of their peers, counselor, or teacher, self respect is not injured because choices were made only in play anyway

Role playing has the particular advantage of permitting the individual to express his feelings about problems which are causing him anguish He can get his audience (friends and classmates) to assist him in the solution of these problems Grambs (32) expresses the advantage very well

In real life, there is no chance to retreat once one has made a decision, or said the particular words If what has been said or done is inappropriate it is too bad, in such situations most people have evolved defense mechanisms which are only rarely adequate Role playing is remarkably useful in preparing such persons to handle personal problems by allowing them to explore on the play level some more appropriate ways of dealing with other

individuals There is no grave penalty for failure, in fact, failure is expected and accepted   The most carefully analyzed generalizations can never provide this facsimile of real life Role playing is one way of releasing the person a little so that he can explore in an unusually permissive atmosphere some new and better patterns of behavior

Role playing aids the individual in mobilizing his resources for behaving spontaneously and discovering his potentialities of expression If the educational objective has been achieved there has been an expanding of scope and a deepening of the quality of communication between group members for happier, more comprehensive and sympathetic, interpersonal living

Jennings (41) suggests that the director needs to be aware of the following criteria to implement the principles of role-playing "(1) The situation must be representative of the problems of the group members, (2) The majority of the group members must *want* to explore the situation, (3) The director should be willing to have the problem explored"

Unless the audience and the participants are permitted full spontaneity of expression during the period of role playing, the analysis and critique of observations may be controlled to meet the director's approval rather than to represent an honest disclosure of personal opinion

Role Playing in the Problem Story Approach.   An excellent modification of the role playing method has been used successfully by Shaftel (70) in the problem story approach In such an approach the teacher reads aloud to his pupils a carefully structured story of a typical life situation of childhood The story has no ending, but terminates in a dilemma The audience is then encouraged to finish the story, as they think it would actually end, in a role playing session

TECHNIQUES OF DIRECTING ROLE PLAYING

The following steps are helpful as a guide to the role playing with a maximum of group participation

1 Orientation to the situation
2 Selection of the participants
3 Preparing the audience to observe
4 Dramatization of the situation
5 Free discussion of group members and the players (analysis)
6 Summarizing generalization and offering recommendations

These steps are difficult to categorize in practice because they frequently merge or vary in importance depending upon the significance of "content" to the members Begin with simple situations in which members can learn the process of discussion and analysis at the same time that they are gaining skill in role taking It is important that members experience success early in exploring a problem, discover the factors causing it, and develop satisfactory (to them) ways of meeting it

Orientation to the Situation. A brief discussion of the setting of the situation, a description of the characters in the story, the time at which the situation occurred—all these help to arouse emotion and interest A director should use language having equivalent meanings or connotations to the group members A "we" feeling should be well established by the leader

Discussion of the characters, how they feel, and a reminder that any member will have a chance to reenact the socio drama will usually be sufficient Some directors have found this discussion best done while the players are out of hearing The members frequently have solutions which they be-

lieve are more appropriate than the ending offered by the players.

A Selection of the Participants. The director may observe those members who appear to be most involved during the warm-up period. A member's lead regarding what situations he would like to portray should be accepted. Voluntary interest and readiness to undertake the playing of a role guarantee a better performance. If the purpose is to give them an idea of "how the other person feels," individuals who typify characters in the situation may be selected for an opposite role.

Although the situation promotes valuable audience discussion, an individual who plays a role under coercion will rarely receive benefit himself. Neither teacher nor classmates should urge an individual to play a role.

Preparing the Audience to Observe; the Warming-Up Process. Essential to the success of role-playing is the emotional involvement of audience and players. Identification with the roles is necessary before real participation ensues. Sufficient response from the members should be obtained so that they realize that each has been faced (or is faced) with the same problem; thus problems must be carefully selected in specific and meaningful terms. The problem should be one which members should recognize, one which may have disturbed and puzzled them, and one which they feel a need to solve.

If the problem is presented as a story with real and interesting detail and in which the members will feel keenly about the fate of the characters, then the warming-up period has been a success. Some directors have found it successful to say, "perhaps some of you will want to act out ways in which the problem can be solved." If members are alerted

to the possibility of being asked to play a role (dramatize a solution) in their own way they will become more attentive to all details.

A Dramatization of the Situation.   The key to good role-playing is spontaneity and uninhibited expression. The players enact their interpretation to any length they desire whether the time be brief or extended. Mixed feelings about the solution and seeing many sides to the question may require additional time. Dramatic perfection is insignificant except where it indicates complete identification. A good director must make all players feel that the manner in which one portrays a role has no reflection upon him as a person. Realizing that his interpretation will be condemned neither by director nor audience, he will be free to use uninhibited language and gesture and will be freed completely from efforts toward perfected dramatic skill.

Free Discussion of Group Members and the Players. (Analysis).   The discussion may focus on how well the performers reacted to all situations, or on how well the idea was dramatized. Discussion should permit students to note that they have identified some factors contributing to the outcomes or have selected a method of behaving that will expand their present skills in dealing with such a situation.

Suggestions are welcomed on how the players may have better solved the problem. On the other hand, the group should not conclude that there is one right way of behaving in a particular situation. The audience should weigh the merits of a variety of solutions. Because each situation presents a problem, group members should be taught the problem-solving process: (1) defining and redefining the problem, (2) considering alternative approaches, (3) weighing the

consequences of each possible alternative, (4) choosing new alternatives on the basis of wider considerations and analyses, (5) testing a choice of solution for its validity

Summarizing Generalizations and Recommendations. Generalizations may be made about human relations that the situation dramatized is not uncommon, or that personal problems occur for other people, too The following generalizations, for example, were made by a group of high school pupils (41).

Every individual is superior in some social performance and inferior in others
How effective you are depends on your interest in the situation, how you feel about the other people in the situation, what else is on your mind at the time, what chances you had to understand situations like this one, and lots of other things
What is right in a situation depends upon what outcome the participants want the situation to have and its effects upon other people concerned

Indirectly, the discussion should help participants to acquire attitudes and values which condition their behavior The final generalizations made by the group are usually helpful because there is no indication of moralization or preaching Teacher opinion should not be given unless preceded by action and discussion

With the foregoing discussion of role playing we are now ready to present an illustration as it was recorded in an actual classroom situation The steps, with an analysis of what was occurring, are presented with the record [3] (70)

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[3] The authors are indebted for this illustration to Dr Fannie R Shaftel who, with George Shaftel has carried out significant experimentation in the use of role-playing in the public schools This illustration was taken from Fannie R Shaftel *Role Playing in Teaching American Ideals* (unpublished Doctor of Education thesis) Stanford, Calif, Stanford University, 1948, pp 70–83, 252.

HOUSE RULES

(Camp Situation)

by George Shaftel

Participants Phil, Eddie, Joe, Bert, Howard

Directions for Phil

You are in charge, this week, of keeping your cabin at Camp Conifer cleaned up You've warned the other four boys that if you find candy wrappings under the cots again, you won't even try to find out who's to blame they will all lose their privileges And now, Saturday morning, you find the floor littered with tin foil and peanut hulls and candy wrappers "All right," you announce to the whole group 'I m reporting that the bunch of you lose your privileges

Directions for Joe

You're to blame for the mess But you're afraid to admit it You know how upset the others are at losing privileges it means none of them can go into town this afternoon You say nothing

Directions for Eddie

Your folks have come to the nearby town, and you've planned to go in to see them If you miss them now, you won't see them until fall, because they re leaving on a trip Angrily, you tell Phil his report won t be fair You didn't make this mess! You shouldn't lose your privileges He's unfair!

Directions for Bert

This report of Phil s will cause you to be sent home, because you're on probation for bad behavior It's hot at home, your house is crowded by the family and your oldest sister is running the house and you don't get along with her You're sick at the thought of having to go home You think Phil is picking on you, all summer he's been picking on you

Directions for Howard:

It's your birthday, and you've received a ten dollar bill from home, and you've intended to take your cabinmates to a show and dinner. Now that'll be spoiled. And you know who really did make the litter on the floor—you know it was Joe!

HOUSE RULES

(Short Situation)

TEACHER: How many of you are going to camp this summer? (Majority of pupils raise their hands.) What kind of a camp?

Need Sensitizing
Teacher—introduction. Exploring pupil-readiness for the situation.

PUPILS RESPOND WITH: A church camp, YMCA, a Scout camp, a ranch, etc.

TEACHER: This is a camp situation that is very familiar to you. When you get to camp in summer, what is one of the first things you do? (Pupils respond with various suggestions.)

Relating the story to pupil experience.

TEACHER: When you get there do you find RULES posted somewhere or do you make your own rules as you go along? Don't you have some rules about the hours you're going to bed, the hour you're going to get up?

PUPIL: At church camp they had a lot of rules and the cabin master made sure you did all these things.

HOUSE RULES (*continued*)

TEACHER   In schools we have rules, don't we, and here we have a junior student body and in that we have rules and in our own room we make our own rules as we go along (Pupils discuss rules at school and camp)

TEACHER   Let's pretend we're at camp and that this is going to happen to you this summer Let's see what we can do about it (Teacher reads the story with excellent dramatic emphasis)

Further need sensitizing
Readiness for sociodrama

Teacher uses the technique for structuring of roles
1   Reads each part aloud
2   Gives each one a slip containing paragraph description of his role
3   Gives each child time to read and prepare his role

TEACHER   These boys are in the bunkhouse with Phil and we may happen to be in another bunk house nearby and we're ready to go to town and hear a big fuss coming from the bunkhouse We want to know what the squabble is about

PHIL   Well all of you are losing your privileges going to town this week

Sociodrama

EDDIE   I'll clean mine up

BERT   I cleaned mine up

HOUSE RULES (*continued*)

HOWARD: Same here. After all, it's my birthday and I got ten dollars and I was going to treat you fellows to a show and then maybe to a dinner.

EDDIE: My folks are in town and this is the last time I'll get to see them. They are going on a trip and I won't be able to see them until next fall.

BERT: I don't want to go home to my sister.

PHIL: It's too bad. I found papers all over the floor. You're just going to stay in.

All are to be punished because one broke the rule.

EDDIE: We didn't make the mess.

Solutions are proposed.

PHIL: Couldn't you try to find out who made this mess. Well, okay, I'll give you three hours to find out who did it. If you don't find him within three hours, nobody is going in. Maybe the boy that did it might show up a little bit. Joe, don't you want to go into town? You haven't said anything.

JOE: Gee, I don't have anything special to do.

PHIL: You don't seem very anxious to go into town.

JOE: There's nothing to do.

HOUSE RULES (*continued*)

EDDIE   Well, you're going to get
treated to a show

PHIL   If you want to go, you have
three hours I have my suspicion

BERT   How can we find out?

PHIL   Maybe somebody does know
and they're just afraid to tell

HOWARD   I think the person who
really did it should speak up

PHIL   The longer he waits the   A first generalization
harder it will be for him

JOE   I admit I dropped two wrap-
pers

EDDIE   Only two!

JOE   Well, yes

BERT   Gee whiz! Now we can't
go

EDDIE   Let's just clean the mess   Proposal of cooperative ef-
up Maybe we can all go   fort

PHIL   Well, yes, but it would be
better if the person who threw
the whole mess

TEACHER   Shouldn't you leave   Teacher restructures the
these boys alone and let them   situation
settle it? (Phil goes out and lets
the boys settle it)

HOWARD   Joe if you really did it,
I should think you'd be a good
sport and let us go

HOUSE RULES (*continued*)

JOE I only dropped two or three

BERT How come you didn't pick it up?

JOE I did pick it up

BERT Gee, I have to see my sister

EDDIE Well, I can't see my folks until next fall all because of you

HOWARD Now, we're the only four in this place, so it will have to be one of us

JOE I picked a bunch up

HOWARD Joe, if you really did it, you might as well give it up now

JOE I dropped a few, but not all of it.

BERT You must have, who else?

EDDIE I picked a big pile up

HOWARD Now, you're the only person who eats Clark candy bars around here

JOE. How about the other cabins?

BERT You know they just as soon like us to go to town

EDDIE We were going to town and have a swell time

JOE Why does everybody suspect me?

An expression of guilty feelings

HOUSE RULES (continued)

EDDIE: Because you're the only one who eats Clark candy bars.

HOWARD: What do you say?

JOE: Well . . . in the next cabin Billy eats some.

BERT: Yes, but he never comes here.

JOE: How about the time they were out snipe hunting?

HOWARD: He was with us, don't you remember?

EDDIE: Maybe Joe didn't; maybe somebody else did it.

JOE: Gee, there's four of us in this.   Significant portrayal of role. (Keen insight revealed.)

HOWARD: Well, you should know that you should pick yours up.

BERT: Why didn't you pick up all of them?

JOE: I dropped four at the most.

EDDIE: You said two at first, then three and now you say four.   Pupil-analysis of inconsistencies.

PHIL: Well, your time's up. Do you know who did it? Let's just settle the whole thing. Maybe after you pick up the papers and clean the cabin you can clean the other cabins and then go into town.

HOUSE RULES (*continued*)

HOWARD: By that time it will be five o'clock. I think the person who did it now can let the other person go into town.

JOE: Maybe I did drop about eight.

BERT: Now it's eight, a while ago you said three or four.

HOWARD: Might as well tell them the whole story. Come on, Joe, you might as well tell.

EDDIE: We want to go. After all, we only go once in a week.

JOE: Maybe it was twelve.

BERT: Why didn't you pick them up?

EDDIE: Why didn't you pick up the rest?

JOE: I forgot I ate them all.

PHIL: All the rest of you can go. Joe, you can stay and clean up all the cottages and if there's time enough to go into town, you can go.

TEACHER: Do you think the people solved it for the day?

Discussion: leading question.

PUPILS: Yes!

HOUSE RULES (continued)

TEACHER   Everyone got their privileges to go to town and Joe had to stay and clean up the mess Will it solve for the next Saturday's?

Teacher summarizes action so far Asks leading question

PUPIL   Sure, all he has to do is pick them up

PUPIL   Show them he won't get to go into town whoever does it

TEACHER   What did you learn from a situation like that?

PUPIL   Tell the truth

Pupil generalizations

PUPIL   Gee, if they did it, admit it Then the camp master might let you off easier

TEACHER   We know Joe lied, but I think if everyone had done his job keeping it clean that there wouldn't have been any mess It was a case of people not really keeping the rule If one person violated the rule, it wasn't fair It was very lucky it was Joe who really did it

OBSERVER   Were you ever put in a spot like that?

Observer introduces technique of having children analyze situation in terms of their own past experience

HOUSE RULES (*continued*)

TEACHER: I have. It happens every noon out on yard duty after they eat lunch. I have to pick up all the papers. They go and buy candies, etc., and drop their papers on the ground, but when you ask them to pick it up, they say I never put it there. How can we keep our own playground clean? I just don't know how, I believe it's a police duty. Nobody would admit they dropped the paper, after it leaves their hand it's not their paper any more.

> Teacher moves in too quickly. Should have waited for pupil-reaction.

OBSERVER: I was very much interested in several things that happened here. For instance a person who knew Joe was the one who had done it never told. Do you think that was the right thing?

> Observer asks a further leading question. The observer is gradually moving in to replace the teacher as leader in an effort to bring the session to a climax.

PUPILS: Sure.

OBSERVER: Why?

PUPIL: I bet if you did it and someone told on you, you wouldn't like it.

> Expression of consequence in terms of peer code.

PUPIL: Well, it will only cause trouble between those two people.

OBSERVER: Suppose Joe had not admitted it and it came time to

> Restructuring, using Rogers' technique.

HOUSE RULES (continued)

catch the bus and here was a person who was going to be sent home and another was going to lose his privilege and not be able to treat his cabinmates to a show, *what about it? You still feel that that would be the right thing? In other words, you're telling me that you feel under no circumstances do you tell on somebody you know is guilty*

PUPIL   Well, if you're in a spot like that, you haven't got proof that he's guilty

OBSERVER   This is a real problem When is it tattling, when is it reporting, or is it always tattling? I would like to hear you talk about that There are some people always going to tattle on *everybody and I know how you feel about that*

Generalization

Exploring the problem in terms of peer culture

PUPIL   *In the case of, say a murder*

PUPIL   When it's really serious, if you can make him confess

PUPIL   Well it's better not to tell unless you really have the proof

Generalization

OBSERVER   You think it would be better for him if he did confess it himself

HOUSE RULES (*continued*)

PUPIL: If he didn't tell and refused to play fair, I would tell, but if you didn't have actual proof, I wouldn't tattle, because it might get you into trouble and you might get into trouble with him.

Exploration of consequences.

PUPIL: If he really told it would help his conscience. Besides the camp leader would make it a lot easier on Joe.

PUPIL: Some kids are like Joe. They just forget all about it entirely. Once it leaves their hands it's not theirs any more.

PUPIL: If Joe hadn't told and it was time to get on the bus and the one that knew told on Joe, I don't know whether people would believe him. They might just think that he was just saying that so he would get to go into town.

PUPIL: Well, I think if you told it just then and Joe really knew that he did it and had a conscience bothering him, I think he would kind of break down and start telling.

PUPIL: There are some guys who feel that if he can't go, I don't want the rest to go.

HOUSE RULES (*continued*)

PUPIL· Maybe if Joe didn't tell, the leader might make it harder for the rest of the kids

OBSERVER How did *you* feel about it?

Personalization of the experience (A *technique* for getting down to the feeling level)

PUPIL It gets you mad

PUPIL You have to do somebody else's work

PUPIL Well, I think Joe is very selfish Just because he doesn't want to go, I don't think he should be so selfish that the other kids had to stay with him

PUPIL If you put him in their shoes, I think he would like to go to town and he wouldn't stay home just because somebody does something

Teacher missed opportunity for role reversal, and instead, restructures the situation

OBSERVER Let's go way back on this This is the first time we have done one of these short stories Suppose we went back in camp and Joe starts out to be a "sloppy Joe" no matter what the rest of them tell him, what would you do about it? That may happen to you

PUPIL You could take special privileges from him

HOUSE RULES (*continued*)

OBSERVER You're suggesting that he should be punished Do you think that would help him?	Rogers' technique, and leading question in terms of consequences
PUPIL It might and it might not.	
OBSERVER How does it work for you? Does it make you better if you're punished?	Teacher explores with pupils their feelings about punishment
PUPIL It all depends on what kind of punishment you get If you get a spanking, it hurts that time, but you forget about it (One of the pupils told about his being punished by not being able to use his bike)	Pupil reveals insight—effects of punishment depend upon the specifics
PUPIL I think the camp counselor and Joe should sit down and talk and if Joe does it again, to send Joe home	Suggestion of solution in terms of cooperative effort
OBSERVER Do you think that would work? What do you feel would help Joe and the camp counselor to a solution? Do you think the counselor might be able to help Joe?	Teacher guides thinking in terms of cooperative effort.
PUPILS Yes	
PUPIL Well, I think one thing, Joe is kind of lazy and some good hard work would do him good	Further solutions with effort to analyze cause and effect
PUPIL I think he was never told to do the right thing	

HOUSE RULES (*continued*)

OBSERVER Do you think that your camp members can help a boy like that? Do you think the rest of you could help him if the counselor talked it over with Joe and still didn't come to any conclusion? Are you satisfied? Do you think you're going to help him?

PUPIL Joe knew he did it, but was afraid to admit it because he wanted to go to town, too

PUPIL He would probably be caught in the end

PUPIL I should think Joe could talk to the cabin master and he could help him out

OBSERVER Do you like this kind of story?

PUPILS Yes

Conclusion Teacher leads in direction of further possible generalizations (might have used specific problem solving procedure)

Pupils are enthusiastic with the story and the opportunities for acting out solutions

Observer's Comments

1 This class has had three experiences with the longer socio drama stories This background enabled them to make effective use of the 'short situations"

2 The teacher used a good technique for role structuring by allowing each player a few minutes to plan his role

3 This session was an excellent example of how teacher and observer must know when to intercede and restructure and

when to let the situation evolve naturally, without interference, and allow a free interchange of feelings and ideas.
4. The more mature generalizations seem to indicate some carry-over from previous sociodrama sessions, as well as a reflection of the teacher's own point of view and her influence upon the social consciousness of her pupils.
5. The peer code is revealed as an important criterion of behavior.
6. The observer guided extensively, using problem-solving techniques to get pupils to consider the consequences of proposed solutions and cause and effect relationships.

SUMMARY

Adjustments require personality change, and personality change is made in line with felt needs. Group processes aid in the discovery of felt needs, in their evaluation, and in helping individuals to gain the insight essential to personality change.

Growth is a process, not an event. An individual's behavior at any given time will be in terms of his perception of himself and his needs at that time. The individual's concept of himself is formed largely out of the perceived action of others toward him. It is through the group that he develops an increasing awareness of his relations with others. Guided direction in group analysis, then, may lead the individual to better self-understanding, more intelligent self-direction, and an increasing awareness of his responsibility to others.

It is important that this group atmosphere be one of freedom and spontaneity in which grievances and convictions may be fully expressed and emotional security be fostered. The individual must feel that he belongs to the group. No personality growth can be expected as long as he feels he is being attacked or rejected. Group opinion can become a very

strong check upon individual behavior and can greatly influence the kind of growth or personality change which takes place

An indication of progress toward adjustment of an individual, as a result of such group experience, is reflected both in change of his type of activity and in his wider choice of socializing activities

Many suggestions are given for using the group to assist the *individual in adjustment* Notable among these suggestions is sociodrama or role playing, to which considerable space was given in this chapter

SUGGESTED PROBLEMS FOR STUDY AND DISCUSSION

1   Make a chart for your group (a class, committee, social gathering) to indicate whether it can be described as "co action", "interaction", "leader dominated"

2   What is the meaning of "role playing"?

3   A teacher who uses what she calls "group therapy" in a high school remedial reading class leaves the room Upon returning she finds a chair broken and resting atop her desk What is the next step to take?

4   A first grade teacher reserves part of her room for what she calls the "play therapy area" Of the four children playing there one morning one of them completely dominated the other three What may be wrong?

5   Can the average elementary school teacher use play therapy in any form? Explain

6   *What are the* advantages and disadvantages of using the "consensus of decision method?"

7   Are there some meetings in which parliamentary procedure is preferable to 'buzz sessions"?

8   One criticism of the "group processes" movement is that discussion occurs without adequate informational background. Is this criticism justified? Why?

9. Describe an individual child who is unlikely to profit by group stimulation. Describe a child who may be benefited.

10. Some teachers are unable to act as a leader in a play-therapy situation. Describe such a teacher.

11. What is the difference between sociodrama and psychodrama?

12. Group dynamics are present in every school group. Observe a group of pupils in a classroom for thirty minutes and list all the evidences of group dynamics that you observed.

13. What is your habitual role in a group situation? List the specific ways in which you should change if you are to become a better member.

14. How do you change the role of a group member who has the reputation of being a blocker?

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PART III

Group Guidance in the Core Course

12

The Significance of the Core

Course in the School

INTRODUCTION

In the traditional departmental organization of secondary schools the plan for curriculum building was to define and systematize knowledge into rather tight compartments Probably copied from the higher institutions of learning, this plan resulted in departments of English, mathematics, science, history, language, and others

Within this compartmental organization provisions were made for constants, those subjects which were to be taken by all pupils, for curriculum variables, those subjects which were provided for pupil aptitude and interest in a particular curriculum such as, for example, typing, shorthand, and book-keeping for a business curriculum, and for electives, those subjects from which a pupil could make a free choice Aside from these provisions for individual differences little was done to adjust the school program to individual needs, interests, and abilities of pupils It was the school's task to "pass on the social heritage," or the "prepared' curriculum Emphasis

was placed on scholarship, honor rolls, and marks in these compartmental fields.

Recently, however, many attempts have been made to ignore subject matter lines and organize instruction in terms of life problems, rather than departmental subjects. An effort has been made to provide a type of common training necessary for all, regardless of sex, social status, or future vocation. It has been contended that by providing a large body of common facts and experiences, common ideals, attitudes, and interests, common ends would be achieved.

The failure of the traditional school subjects to meet the changing needs of youth in a changing civilization is being recognized. It is likewise realized that the curriculum should be more concerned with life and with intelligent living than with bodies of isolated subject matter. Educational emphasis should be on learning, rather than on teaching; on pupil growth as reflected in new interests and tastes, better habits, and modified conduct, rather than on memorization of facts. The core course has evolved as one of the many attempts on the part of secondary schools to meet these increasing demands. For several centuries it was unquestioned that the heart of the secondary school curriculum was Latin, grammar, and literature, and that the core of the elementary school program was reading and writing in the vernacular. Recently the needs for reorganization of the offerings of the secondary school and the making of subject matter more meaningful to pupils have been realized. A variety of relatively new programs and new frameworks of instruction has been introduced to make the curriculum more practical, functional, and meaningful.

THE CORE CURRICULUM DEFINED

Current literature refers to the "core" under such headings

as "fusion course," "integration course," "correlation program," "basic curriculum," "social living," "core curriculum," and "core course." The trend has been to consider these terms as synonyms and to agree that they include required experiences or courses in which all pupils are to participate. One widely quoted definition reads as follows: "The core curriculum provides for maximum development of the individual's capacities. A technique of group activity provides that each pupil shall participate in that phase of the problem-solving situation in which his special aptitudes can be developed, not neglecting, of course, the development of all his capacities in maximum degree. To guide and stimulate the interests of the individual pupil in all phases of his total learning activities so that his general and special capacities are developed is one of the major responsibilities of the core teacher." (14) Still another definition provides further clarification: "The core curriculum deals with the persistent and recurring problems of youth and of society irrespective of subject matter lines from which material may be drawn for the solution of those problems. Experience has shown that 'core' should occupy only a portion of the school day." (24) A further description states that "the 'core curriculum' designates those learning experiences that are fundamental for all learners because they derive from (1) our common, individual drives or needs, and (2) our civic and social needs as participating members of a democratic society." (2)

From these statements we may define the core course as that double-period course taught by a single teacher; cutting across the subject matter lines; stressing areas of "life activity" instead of specific subject courses; placing special emphasis on individual differences of interests, needs, and maturation; and underscoring such things as common experiences, ideals, attitudes, and understandings.

Educationally speaking, then, the core is developed out of common learnings inherent in the skills and knowledge and the desirable attitudes, opinions, and beliefs, that are essential for everyday living Some characteristics of these essential common learnings have been adequately listed by Herrick (19)

1 The common learnings are found in all or a part of the entire curriculum and are not exclusively contained in any one area of the curriculum

2 Most kinds of common learnings are found in the present situations of life Although current life is emphasized, the past may be used to explain and reinforce the present, and the future may be used to justify its continued need

3 Common learnings are discovered when the needs of the immediate society are served Other societies can be used for comparative reasons, for the needs of the learner's society are often found in other societies, but the needs of the immediate society are served first

4 Facts are important but they are used only as they assist in successful living

5 Common learnings are so important that everyone should experience them as often as necessary, whether it be in the form of review, or in the form of repetition in the on going situations of life

6 Common learnings require certain skills including the so called fundamentals, but these are used in a functional setting

7 Common learnings utilize the problems of personal and social development common to all youth

8 Teacher-pupil planning and problem solving are used extensively

9 Common learnings require a larger block of time with one teacher

10 Common learnings have greater flexibility in utilizing educational possibilities

After reviewing these characteristics of a "common learnings" curriculum it is difficult to distinguish it from the core curriculum or, more specifically, the core course For purposes of clarification we shall make reference to the 'core course" rather than to the synonyms It is through the core course that the ideas and concepts of common learnings are realized The core course is thus considered an antidote for isolated subject matter, it represents a shift from emphasis on specialized and compartmentalized subjects to life problems and pupil activities Pupils in a core course often have the same teacher, not only for two periods a day, but sometimes also for two or three years The core teacher becomes the center of group guidance activities, the teacher has a better opportunity to know the pupils and to gear the educational program to their special concerns, abilities, and maturation levels The core course is concerned with the continuous experience of each individual and attempts to make that experience more natural and lifelike than is possible under the conventional curriculum organization The core course, then, includes a small number of large areas of life activity which are continuous and meaningful in the pupil's experience

THE CHARACTERISTIC OF THE CORE COURSE

From original inquiries, interpretations, and summaries we can conclude that the following features characterize the core course (The results of one of these significant studies is presented in Tables 3, 4 5, and 6)

1 Better adjustment to individual differences in terms of organismic psychology and the philosophy of experience learning

2 Continuation of the common learnings or general education of the pupil

3. Continuation of the fundamental processes into the secondary school.
4. Provision of a center for the daily life guidance activities of the pupil.
5. Teacher and student planning together.
6. Broader understanding of a body of subject matter.

TABLE 3   Problems That the Core Course Aims to Solve (32)

Problem	Percent of Teachers Including It	Percent of Curriculum Specialists Including It
Guidance	94	63
General education	76	100
New theories of child development	100	73
Continued improvement of fundamental skills	96	21

Note This table should be read as follows 94 percent of the teachers and 63 percent of the curriculum specialists participating in the study believed that guidance is a major responsibility of the core course.

TABLE 4   Pupil Activities in Core Courses (32)

Pupil Activities	Percentage of Core Courses Making Provisions for Each
Group cooperation	94
Practice in thinking	93
Oral expression	93
Written expression	92
Research	91
Creative work	90
Pupil evaluation of core-course activities	90
Practice in self-direction	78
Drill	78
Panel discussions	74
Construction activities	51
Memorization	37

Note Table 4 should be read as follows 94 percent of the teachers stated that definite provision was made in their core-course programs for pupil activities in group cooperation, such as home room councils in connection with the student council group guidance committee and so on.

TABLE 5   Fundamental Processes Core-Course Teachers Are Attempting to Improve (32)

Process	Percentage of the Teachers Who Are Attempting to Improve It
Reading	100
Writing	90
Arithmetic	21
Music	20
Drawing	12
Typing	6
Physical skills	6

Note Table 5 should be read as follows   All teachers checked reading as one of the principal processes which they were attempting to improve by means of the core course

TABLE 6   Core Course Theory and Practice

Theory The Core Course Should	Status of Practice Expressed in Percentage			
	3	2	1	0*
1 Provide a shift from "study about" problems of life to actual "participation" in problems of life	71	20	4	5
2 Provide a shift from "fixed curriculum" to "cooperative planning" in which both pupils and teachers select activities and experiences on the basis of individual needs, interests, abilities, and maturation	75	18	4	5
3 Arouse the individual to purposeful activity that will result in his increasing ability to adjust himself to his social and physical environment and to interpret his environment	91	8	1	0
4 Provide opportunity for core course teachers to acquire an improved "guidance point of view	94	4	2	0
5 Provide opportunity for discovering understanding and dealing with pupils problems	79	12	6	3
6 Stress importance of trying to understand a pupil before trying to teach him	79	11	10	0

TABLE 6 Core-Course Theory and Practice (continued)

Theory The Core Course Should	Status of Practice Expressed in Percentage			
	3	2	1	0*
7 Provide activities of such a nature as to develop desirable habits of health, citizenship, character, emotional stability, as well as intellectual interests	96	4	0	0
8 Improve ability of pupils to live and work together	89	8	3	0
9 Make pupils more sensitive to undemocratic practices in school and in life	77	12	2	9
10 Enlarge pupils' tastes for good music, books, movies, museums art galleries, radio programs	67	16	9	8
11 Contribute to better expression of such aesthetic impulses as expressing beauty in clothes, general appearance, manners, and conversation	65	23	6	6
12 Provide for use of such media as motion pictures, radio, newspapers, magazines, field trips, excursions and for the use of community resources	75	20	3	2
13 Give training in "protecting life and health"	60	30	10	0
14 Give instruction in "making a home"	66	30	4	0
15 Train for "getting a living"	29	29	19	23
16 Give instruction in "securing an education"	39	22	19	20
17 Give training in "expression of religious impulses"	20	30	30	20
18 Give training "expressing aesthetic impulses"	39	39	17	5
19 Give training for "engaging in recreation"	49	30	19	2
20 Make possible "cooperating in social and civic action"	61	28	9	2
21 Instruct in "conserving and improving material conditions"	49	20	20	11

* Note These figures are symbols of the degree of value judged by teachers and administrators for example 0 indicates no value and 3 indicates great value.
Table 6 should be read as follows 71 percent of the teachers reacting to the problem "The core course should provide a shift from "study about problems of life" to actual "participation in problems of life " indicated that this problem is of much importance in their schools 23 percent said it is of some importance 4 percent said it was of little importance and 5 percent said it was of no importance.

SOME OF THE PROBLEMS FACING CORE COURSE WORKERS

The core course is not the answer to all school problems When faculty and community are unprepared for its introduction into a traditional school system it is bound to fail Once the confidence of the community is lost by poor teaching and administration it will soon be replaced by a subject centered curriculum organizational pattern Obstacles and problems facing core course workers may be summarized as follows

1 Curriculum specialists consider the principal obstacle as the lack of adequately trained teachers The degree to which this double (or triple) period course will differ from a conventional single period subject matter course will depend largely upon the teacher—his initiative enthusiasm creativeness and background Prospective core-course teachers should receive training for this special work just as English teachers and history teachers have received training

2 Some core course teachers believe their programs are being handicapped because of administrative red tape norms standards and courses of study for which they are still held responsible

3 Those who have experimented with the core course report that they have been handicapped by certain pressures which interfere with free experimentation which demand emphasis on subject matter unrelated to current life and which prevent necessary cooperative planning between teacher and pupil

4 Lack of proper evaluation procedures may lead to a sacrifice of one subject and overemphasis of another

5 Dictatorial assignment by the administration of teachers to core courses

6 Initiating core courses before adequate supplementary materials of instruction can be obtained

7 Attempting to teach all skills in the core course

8. Repeating units of work constructed for one class with no attempt at revision to meet individual differences.

THE CONTENT OF A CORE COURSE

The content of a core course usually includes English and social sciences. However, a science-mathematics core course can be found almost as frequently. The fine arts, industrial arts, commerce, health, and physical education areas are also found occasionally. These areas should be further developed. Undoubtedly in this era when science and technological information is of paramount significance to our survival and progress, greater attention should be granted to science-mathematics core courses and more students should be directed to them.

TABLE 7.   Content of Core-Course Programs (32)

Subjects	Percentage of Programs Including Each
English	100
Social sciences	100
Science	94
Art (including the fundamentals)	45
Music (including the fundamentals)	39
Mathematics (including the fundamentals)	19
Health	12
Industrial arts (including the fundamentals)	12
Commerce	8
Physical education	4
Guidance activities	94
Fundamental processes·	
Reading	96
Writing	96
Speech	12
Thinking	12
Typing	6

Note: Table 7 should be read as follows: English is included in the core-course programs by 100 percent of the teachers contributing to the present study

The list of problem areas for a core course is not final and all-inclusive. In most recent core course units we find such vital life problems as

Getting along with others	Getting the most for your dollar
Understanding yourself	Accidents can be prevented
Your physical health	Improving study and work habits
Your mental health	Is school worth while?
Preparation for leisure	Inner human drives
Boy and girl relations	Overcoming handicaps
Choosing a career	How to live happily
Growing up emotionally	Student government
Growing up socially	Human relations
Beliefs and superstitions	Implications of scientific advancement
Earning a living	Careers in science
Managing personal affairs	State and community agencies and services, e g, government, education, welfare, protection recreation
The natural resources of my state	
Living in an atomic age	

It should be emphasized that the above units provide an interesting and meaningful basis for oral and written expression. The content of such units includes social science materials, mathematics materials such as charts, graphs, and supplementary problems, art media such as cartoons, booklets, illustrations, data related to physical and mental health, common learnings, and group guidance activities.

Probably the weakest feature currently existing in core-course programs is the rather general failure to take advantage of educational values inherent in a complete student council based on home room class organization. The core course in operation has to date seldom achieved its potential in which pupils can develop habits in creating opportunities to work together, responsibilities of citizenship and fair play, ability to work together, re-

sourcefulness, a sense of personal responsibility, group loyalty, and qualities of leadership that may come from planned division of responsibilities. In one study it found that few core-course teachers used committee organizations for special activities as a part of their programs. Only 55 percent of the core courses had class officers. Effective democratic living seems still to be a remote goal (32).

RECOMMENDATIONS FOR CORE-COURSE TEACHERS

Because many pupil needs are not inherent and yet require development, a core course should be organized on the basis of felt needs. A core-course program should emerge naturally out of the lives and enthusiasms of the teachers and pupils concerned rather than be organized or adapted from practices elsewhere. An evolving organization has a greater chance of survival than one "imposed." It is believed that careful selection of core-course teachers should be made and that these well-selected teachers should be given opportunities for in-service development in core-course teacher workshops. The core curriculum should be one of human experiences rather than subjects, with a content less concerned with facts *per se* than with ideas, ideals, tastes, attitudes, emotional stability, and understandings significant to all democratic citizens. It is desirable that class organization be based on such a division of responsibilities as will result in the development of individual initiative, resourcefulness, sense of personal responsibility, ability to coöperate and to plan for the maximum benefit to all. Such organization includes the regular class officers and student council representatives who meet regularly in student council meetings. These student council members return to their organizations for reports and discussions, or become members of com-

mittees with delegated assignments of a temporary or permanent nature.

The core course must recognize not only the interests and needs of individual pupils as a basis for helping them to build an ever-expanding frame of reference and to enjoy ever-wider experiences, but must also be alert to emerging patterns of a complex democratic civilization. As soon as the core course becomes reduced to outlines, textbooks, or a course of study it will become stereotyped in form and may even lose its vital force in the lives of students. As neat daily plans are completed, or as outlines are committed to paper and used again and again, the emphasis inevitably attaches itself to subject matter *per se*. This is anathema to a course that should be based on student needs and planned around the interests and ambitions of those working with it. The core course must be kept new, dynamic, creative, and adaptable. It must be continuously rebuilt and enriched in terms of individual and group interests and needs.

RESPONSIBILITY FOR THE FUNDAMENTAL PROCESSES

The fundamental processes for which a core-course program is responsible will depend upon the nature of a particular core course. For example, some core-course programs are organized around social studies and language arts and emphasize reading, oral and written expression, research outlining, social skills, and understanding as core fundamentals. Other core-course programs are organized around science and mathematics and stress understanding of the scientific method, basic principles, research, use of graphs, charts, tables, and mathematics as tools. Irrespective of the nature of a given core course it should deal with life problems, which have interest and meaning for students instead of a com-

partmentalized system of subjects. In working with, understanding, and solving such life problems, students utilize many subject fields and community resources, as well as their own experiences. A science and mathematics core course at Valley Junior High may serve as an example.

Valley Junior had just been built in a newly developed subdivision. Many of the students came from homes where no lawns had yet been planted. The planting of lawns and shrubs seemed to be a life problem of interest to most of the class members and a problem around which science and mathematics could be used in a number of ways. The mathematics-science core teacher and class accepted it as a class project. Class discussions and student reports helped to clarify some problems for student committees, some for individual research, some for interviews with florists, and some for class projects. Consideration was given to items required to get a lawn in shape, best time for planting, care given a new lawn, kinds of shrubs and trees suited to the area, and similar problems. Relative merits of black dirt, fertilizers, seeds, tools, peat moss, with their costs, provided opportunities for science and mathematics to be applied to make learning concrete and real. Some students included shrubs, trees, and lawns in a definite plan of landscaping for their projects. Not all students, of course, accepted the same assignments or completed the same projects. Individual interests and needs were recognized.

At this same school the new community water supply became a center of interest unit during the year. As interest in water developed, individual students and committees did research in, and prepared class reports on, such phases of the problem of irrigation, floods, sport areas, conservation, mosquitoes, water power, hydraulics, problems that water, or lack of water, create in "our area," the part water has played

in the development of our state Not all students came through the unit with the same body of facts about water All students did have a broader appreciation of water and its significance in American welfare at the end of the unit

Such units meet core course needs (1) through providing opportunities for developing skill in related fundamental processes, (2) because of the common learnings goals they make possible, and (3) because of the vocational guidance implications they have for some of the students It should be remembered that these are the three areas for which the core course assumes responsibility

Family solidarity, inflation, working mothers, delinquency, crime, taxes, gambling, divorce, uses of atomic power, safety, political corruption, monopolies, and social welfare are just a few problems that a social studies language arts core course would find challenging as real life situations Such life problems lend themselves to research, committee work, an understanding of human drives and motivations extended reading, note taking, outlining, planning of projects and activities, and preparing reports for the class Goals of English and social studies are served to allow for individual differences in needs, abilities, and special interests English and social studies are thus used as means of helping students to gain understandings, appreciations, new interests, loyalties, and skills

It may be well to emphasize that a core course unit should have several of the following characteristics It should deal with "life problems" in which most, preferably all students of the group are really interested, it should make provisions for individual differences in interest and ability, every student should be able to make a satisfactory contribution to the unit, in the solution of the problem students should be able to cut across subject matter boundaries for help, all stu-

dents do not complete the unit with the same facts but all increase basic understandings, appreciations, and loyalties Most students should make progress in the fundamental processes of reading, research, working with others, evaluating data, discussing and recording information, making reports individually or in groups, and in self-confidence

In considering fundamental processes the extent to which the English social studies core course should be concerned about the questions of spelling, grammar, and diagramming of sentences will naturally be raised In answering this question it should be pointed out that the core course finds much of its basis in the field psychologies For example, the class starts working on the problems of living as a whole and as pupils discover a need for spelling, grammar, and other elements necessary to the understanding or solution of the problem, or necessary for their growth toward the established goals, time is given for help If a majority of the class members seem to need the same kind of help class time should be taken for it However, there is probably no place in the core course for drill on long lists of spelling words given to all pupils There is probably no place in the core course for repetitive exercises on gerunds, infinitives, participles, or sentence structure

Learning to operate a dentist's drill in a cavity of someone's tooth is a fundamental process to be mastered by prospective dentists, but can hardly be considered a fundamental skill needed by all the children The same problem exists in relation to determining common needs and skills for which an English social studies core course must be responsible

It has long been felt in the United States that training in basic processes was a responsibility of the elementary schools only, and that those who entered secondary schools would need no further help in them We have assumed, for example,

that a pupil would learn to read until he finished the sixth grade, after that he would read to learn Consequently, the secondary school has never had a systematic or satisfactory program in reading Evidence, however, is accumulating to show that reading as a tool of learning is important at all levels of education and that continued training in reading is necessary, not only to the end of the sixth grade, but throughout all the grades, indeed throughout life Goethe once said "Learning to read is a lifetime process I have been at it all my life, and I cannot yet say I have reached the goal " Throughout school life ability to gain meaning from the printed page is in continuous need of development and improvement The same is true of other fundamental processes such as oral and written expression, research, understanding and applying the scientific method, and basic principles of science and human relations

Complaints are voiced by teachers and parents everywhere of the failure of students to master reading in the lower grades While there are doubtless occasions for criticism, there is a tendency for higher education to place the responsibility for the failure on the elementary school, and teachers in this school, in turn, place the blame on home conditions The core-course teacher cannot eliminate all these complaints Nevertheless, if he has sufficient materials of instruction, ideas for activities enthusiasm for helping pupils to grow, along with a practical knowledge of contemporary problems and issues, he can accomplish much more than has been accomplished in traditional courses

SUMMARY

The core course is a reaction to the traditional compartmentalized secondary school program Its major responsibility lies in better adjustment to individual differences in

terms of increased emphasis on child development. This desired adjustment is being attempted in most cases by means of a double-period course, taught by a single teacher, and includes guidance activities, additional emphasis on fundamental processes, and common learnings. The core course follows the unit method of instruction.

Curriculum specialists responding to questionnaires believe that the core course is succeeding with qualified teachers, and that the main obstacles confronting core-course planners and workers are lack of vision, enthusiasm, resourcefulness, and special training.

Much confusion is reflected in current literature regarding the core course. Such terms as core curriculum, common learnings, core course, basic curriculum, social living, general education, and even life adjustment are being used as if they were synonymous and applied to the same educational program. Wright (37) expresses the continuing confusion surrounding core programs in the following words: "Like many terms used in education 'Core Curriculum' has no precise meaning. Writers in the field of curriculum usually describe it in terms of its characteristics. Basically, it refers to a course in common learnings which is designed to provide learning experience needed by all youth. In this sense it borrows from the original use of the term when the required or basic subjects in a school's program were referred to as core subjects."

The core course is relatively a new curriculum pattern or framework of instruction emerging with definite responsibilities concerning subject matter, student needs and interests, and citizenship requirements. It is a specific term referring to a school program and is not synonymous with core curriculum or basic courses. The core course offers no panacea for all educational problems, but it does provide a

structure in which some of the major instructional problems can be attacked The core course is not the whole curriculum It seems to be becoming, however, that part of the curriculum which consists of elements fundamental in the basic education for youth in a democracy.

SUGGESTED PROBLEMS FOR STUDY AND DISCUSSION

1 Which of the following terms do you prefer? Why?

    a Extracurricular
    b Integrated curriculum.
    c Allied activities

2 What factors prevent the integration of group activities with the total learning experiences of pupils?

3 Does the core course intensify the need for remedial procedures? Or, is it preventive in approach, thereby alleviating the need of remedial situations?

4 What is the meaning of "guidance based curriculum"?

5 How can guidance data be a means of integrating guidance and curriculum?

6 "There is a content goal and a guidance goal" Can this statement be justified? Why?

7 In a "common learnings" curriculum should there exist "curriculum areas"? Why?

8 Some authors use the phrase, "core unit approach" What do you think they mean?

9 Outline some ways of integrating "a unit" with guidance

10 What is your concept of a "self contained core program"?

11 Outline a scope and sequence of "common learnings areas" for a first year high school group of pupils

12 Check the following items which belong in a core curriculum Place an 'X' by items belonging to a subject centered curriculum

a Assisting pupils to gain experience in areas of living that
   provide growth opportunities at their stage of develop-
   ment _____

b The subject matter should be the focal point of the
   school _____

c Gives attention to the pupil's self realization in a social
   setting _____

d The individual classroom becomes the operational set-
   ting for the integration of the curriculum _____

e Assists the pupil to acquire knowledge of textbook con-
   tent _____

f Teaches the pupil to respect authority _____

g Teaches the pupil to read, to write, and to listen _____

h Teaches the pupil to think _____

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13

The Core-Course Teacher

QUALIFICATIONS AND TRAINING OF THE CORE-COURSE TEACHER

Some core-course enthusiasts contend that not more than 10 percent of our teachers are qualified to teach a core-course program. While this is undoubtedly an extreme point of view, teaching the core course is much more difficult than traditional subject teaching. Certainly teachers with special qualities are needed for core-course work. Given a double period, many teachers could begin effective work toward core-course goals, even though they may not accomplish all the things provided under the core-course objectives. They can, for example, commence work with life problems instead of textbook content; they can attempt to discover and utilize individual differences; they can consider at least part of the school curriculum in terms of its meaning and purpose in the lives of students; they can approach the teaching of reading from a functional point of view; they can permit students to share in the planning and evaluation of school activities; and finally, they can initiate such guidance services as group guidance, orientation, student and home-room councils, some record keeping, and some counseling.

In-service training programs can assist teachers to grow year by year as they gain additional experience. Even a well-trained and experienced teacher can profit from participating with her colleagues in a study of curriculum improvement. The perfect teacher is yet to be found, nevertheless, the quality of the teacher sets the limits of constructive changes in education. Teachers in our secondary schools, especially, have seldom been adequately prepared to accomplish the ever-broadening educational objectives. Despite the serious national and world responsibilities placed upon schools we have recruited many individuals with questionable qualifications to teach and guide our youth. Nor is this necessarily the fault of those recruited for teaching. To meet the critical emergency of our rapidly expanding school population, we have urged many an unprepared and reluctant housewife to teach just so someone would be in charge of a group of children. Those who have answered such calls, should not be criticized for their failure. Nevertheless, neither parents nor educators should accept the situation as providing adequate instruction.

No person should be permitted to join the professional ranks of teachers unless he is adequately trained for the profession. It is within the power of the teacher to influence attitudes, develop character and citizenship, determine personality integration, contribute to the informational background, and even mold relative values of leaders of the next generation. No other community worker has a responsibility so significant as that of the teacher.

From the point of view of guidance we may ask, who is the more important, the teacher who detects and corrects emotional disturbances, or the psychiatrist who tries to salvage what is left after a mental breakdown? The teacher who shapes the leadership of the next generation or the doctor

who cares for an individual's physical ailments? The teacher who helps to create standards of conduct or the lawyer who handles an individual's case if he gets into trouble?

The tremendous influence that education can have on a people and in shaping national policies has been well illustrated in the effective and efficient education of prewar Germany Hitlerian education produced the kind of behavior desired by those who designed it The initiative, enthusiasm, and training of the teacher will be reflected in the lives of those who will administer our governments, manage our businesses, maintain our churches, determine justice, and shape the peace of the world If his pupils are wiser, happier, kinder, more useful, more cooperative because of his influence an individual may well be considered a master teacher

The selection and preparation of teachers is a function of teacher-training institutions Although the community should be willing to pay for better teachers, it should also insist that there be a more thorough procedure of screening teacher-training applicants Training procedures and instruction are also eligible for a thorough revision to include enrichment of methods, content, and laboratory experiences We must recognize, however, that most teachers know how to teach better than they do teach Loaded too heavily with classes, often repressed by administrative routine, and burdened with too many extra duties, teachers are often unable to demonstrate their real qualifications A small minority of teachers have the knowledge, however, and are capable of performing efficiently but they are afraid of new procedures, lack vision, and prefer to be directed in each detail of their work.

CRITERIA OF TRAINING

What type of professional training should a teacher receive to equip him to be an effective core-course teacher?

First, professional training should be dynamic Traditional procedure has been to habituate the neophyte to traditional school methods, materials, and school atmosphere Compartmentalized subjects, the textbook, formalized methods, memorization, isolated factual knowledge have formed his academic background A point of departure, then, is to include in the training program of prospective teachers the development of the concepts and implications of general education Second, the prospective teacher must gain a basic understanding of children Included in the basic teacher-training curriculum should be sufficient emphasis upon mental hygiene and child development A trained teacher will be social minded rather than subject minded He will reflect an attitude that knowledge is used for improving living rather than for passing examinations

Analyses made by national commissions, committees, and organizations relating to social, political, economic, and educational trends should be included in the training program Audiovisual education such as field trips to study local community life, industry, community projects, community museums, and art galleries is included The effective teacher should be capable of translating book content into practical everyday activities

Third, the prospective teacher must become a leader with good health, a well balanced personality a person interested in children and youth, a master of the techniques of his profession, an individual with intellectual curiosity, recreational interests, and a capacity for continuous growth

IN SERVICE TRAINING NECESSARY

Because continuous problems arise even for the well-trained teacher, a program of in service training must be planned by school administrators Opportunity should be

provided for teachers to return to training institutions for help from other teachers and specialists. Laboratory situations providing opportunity to study personal problems under guidance is ideal for in-service training. A summer workshop built upon the problems, needs, and interests of the participants is an ideal way of developing a strongly motivated and self-directed program of significant learning experiences.

The increasing interest in both preservice and in-service training of teachers has already raised the standards and qualifications of teachers. This interest in teacher improvement must be encouraged if the profession of teaching is to maintain its position as one of the greatest of human employments.

CERTIFICATION MAY ENCOURAGE IMPROVED STANDARDS

By considering only those applications which meet minimum qualifications for certification, a state can establish a degree of uniformity over a comparatively large area. States vary in the practice of teacher certification, largely because of varying abilities to support education, but despite these variations, requirements for certification in many instances are gratifyingly high and are constantly being raised. By setting minimum standards regarding training and personality of the applicants, certification of teachers makes it possible for a state to determine the type of candidates from which its teachers may be selected. Because the state is free from the conditions which surround the actual employment of teachers it is in a better position to set standards than a superintendent or principal would be.

THE QUALIFICATONS OF A GOOD CORE TEACHER

We need teachers who are able to shift from a "mechanistic" to a holistic philosophy of teaching—teachers who

have understanding of child growth and development, teachers who see the unity of contemporary culture Let us avoid employing teachers who view education as an intellectual and disciplinary process only, who insist that lecturing to pupils is more important than planning activities that will help pupils grow, who are unable to see and understand the expanding needs of pupils, and who do not know how to give pupils opportunity to participate and share in planning

The teaching profession urgently needs men and women who are strong in mind and rich in personality, who love people and who love life, who have a real sense of humor, who have a sympathetic understanding of the motivations, special concerns, and maturation processes of growing boys and girls Teachers today want to work *with* principals, supervisors, and superintendents, not for them They like to feel that both teacher and administrator are working together for the common good of the pupil, that both have an equal interest in the improvement of teaching

Just as cooperative planning, individual participation, and democratic processes benefit pupils, so do they benefit teachers in a school program Just as pupils have a right to be free from disturbing tensions, fears, uncertainties, and anxieties so do the teachers have such a right Educational leadership that does not create an environment conducive to happy and successful living and working in a school is failing in a major responsibility Education is a cooperative activity in which pupils, the school patrons, school administrators, and teachers work together to meet the demands of our growing democratic civilization

A School District's Code [1]

Teaching, the Noble Profession

Only the most competent among you should be your teachers
Let the others provide food, shelter, clothing, recreation, transportation, and other services

The school with good teachers needs little else, a school without good teachers can find little else to compensate for them

Teachers can make the civilization in which people live

It is within the power of a teacher to build character, develop informational backgrounds, develop a sense of responsibility, fair play, and teamwork, determine attitudes and 'emotional climate', develop likes, dislikes appreciations, and relative values, mold the nature both of leadership and followership of the next generation

The touch of the real teacher, like that of no other person, is formative A teacher's effect on others is a key to his success as a teacher If his pupils are more cultured, more human, more cooperative because of his influence he may well be considered a master teacher

The hazards surrounding poor teaching are disastrous and dis integrating in the lives of boys and girls—future citizens Fears, anxieties, discouragement, hopelessness frustration may be concomitants or direct results of poor teaching The most expensive teacher is the poor teacher

Any constructive changes in education will have to come through the better teacher The quality of the teacher is the key to the educational program

Our teachers should be our finest citizens They should bring to this responsibility the noblest character, the most integrated personality, and the best professional and technical training

possible. The important job of teaching is ill adapted to mediocre folk.

Characteristics of Good Teaching and the Good Teacher

Is fair, firm, friendly, understanding.

Has high regard for his profession.

Is free from distracting mannerisms.

Is enthusiastic about his subject.

Loves people and loves life.

Is coöperative, prompt, dependable.

Can motivate pupil achievement.

Makes school work meaningful and interesting.

Likes to teach.

Is well groomed.

Tries to send all the pupils home happy every night.

Is well aware of the importance of the three A's in personality integration. These are Affection, Achievement, and Acceptance.

"Earns" respect.

Has good sense of humor.

"One you can talk to."

Characteristics of Poor Teaching and the Poor Teacher

Is moody.

Is unpredictable.

Is "easy," "wishy-washy," lacks control.

Is lazy, expects more of others than he is willing to give himself.

Has favorites, pets, or scapegoats.

Is untidy in personal appearance.

Dislikes people and dislikes teaching.

Motivates through fear.

Gets "mad" often.

"Demands" respect.

Does not explain things well.

Never admits being wrong.

Is domineering and bossy.

Talks too much.

Embarrasses and belittles pupils.

Acts superior to pupils.

Thinks his class is the only class in school.

THE CORE-COURSE TEACHER AS A COUNSELOR

Our earlier recommendation that core-course teachers be

given group guidance responsibilities and assignments in counseling is made despite the view of many guidance specialists that a teacher should do no counseling. Those who object to a teacher's doing counseling are still thinking of traditional, subject centered teachers teachers who teach by lecturing, exhorting, moralizing, threatening, forbidding. It is readily agreed that such an approach is not counseling.

Core course teaching, however, represents a complete change from this teacher-centered approach to a nondirective pupil activity, and pupil-centered approach. In both core course teaching and counseling the child is definitely the center of the stage. It is he who must gain his own insight, adjust to new human relationships, set his own goals, and work toward his own objectives. The most a teacher or counselor can do is to provide an environment in which vital problems can arise, and then guide, motivate, or encourage the process of growth. Talking, dictating, scaring, exhorting, evaluating have done little over the years to modify conduct, change attitudes, improve standards, or help children to gain insight.

Self improvement is a personal matter. Both informational and emotional learning must be achieved by the individual himself. He grows as he participates, assumes responsibility, accepts and acts upon his own plan of procedure, whether it be vocational, informational, or emotional. He will be a result of what he himself does, thinks, and feels, and not of what someone tells him.

Objectives of Core-Course Teaching and Counseling. Objectives of both core course teaching and counseling, then, are comparable. Both attempt to aid the student in analyzing his needs or problems in evaluating them, in making plans for his next steps. Both realize that this is very personal, that

the student has a strong drive to become socially acceptable, emotionally mature, and vocationally competent, and that the individual is basically responsible for himself. Both realize that attitudes, feelings, habits, appreciations, and tastes are at least as important in an individual's life as are the constructive informational learnings. Both believe that the constructive forces in an individual can be trusted, and that it is their responsibility to create an environment in which these forces can be developed.

Counseling in the past was similar in the areas of adjustment to services rendered by the physician in the areas of physical health. The physician investigated, diagnosed, and prescribed a treatment or program for the patient to follow. Such an approach was definitely "doctor centered" or "counselor centered." The patient or counselee had very little to say about what happened to him. He put himself in the "doctor's hands" and seldom doubted the service recommended. The doctor would tell him what to do and what not to do. Too often, however, the client would accept the analysis intellectually but would refuse to act upon it. Most contemporary counseling is different from this advice giving, responsibility-assuming, doctor centered approach.

Counseling Techniques   In most cases it is not a process of diagnosing and prescribing. Counseling needs to deal with the way a person feels as well as with what he knows, for it is within the realm of emotions that we find the motives of most behavior. The good counselor is a good listener, he is sympathetic and understanding. he lets the counselee express his hates and feelings of antagonism, he lets the counselee discover his perplexities, clarify his feelings, and make personal decisions. When the counselee thus faces and accepts his problem he is usually willing to work for a solution.

In some counseling situations, of course, the information role is dominant. Many times it is specific information the pupil seeks. In most counseling situations, however, the "feeling" role is dominant and the nondirective, understanding response is most desirable. If the counselor can respond with understanding and can reflect the meaning of the client's statement and feelings he is opening a way for effective counseling. The competent counselor assists his client to see his problem, evaluate it, and make plans to solve it.

There are approximately five responses that a counselor may make in a counseling situation. The superiority of one response over another is determined largely by the nature of the problem itself. We have been stressing emotional problems thus far, and most problems do have definite emotional content. In such problems the understanding approach seems to elicit superior results. With this approach the counselor indicates that he understands and accepts the counselee and his problem. The counselor can then continue to probe, to seek information, to evaluate, and to plan for the next steps. The counselee asks questions, makes comments, and seeks alternatives aimed at clarifying the problem for himself.

Another approach the counselor may make in a personal interview is known as "probing." In probing the counselor asks questions aimed at clarifying the problem for the counselee. Such a comment as "If you give me more information, perhaps I can help solve your problem," is often used in this technique.

In the "interpretative" response the counselor explains, instructs, intellectualizes, presents alternatives. "It seems to me your problem is such and such." The "supportive" response includes such statements as, "Yes, sir, you made the right decision in coming here," and "Yes, I'd be glad to help." In an "evaluative" response the counselor adopts the role of judge;

he is sure he knows the answer and is free to present it He may say, "I think this is the best thing for you to do," or "That isn't the right way to proceed," or 'You are mistaken in that respect " (15) No doubt, all five of these responses have a place in the total counseling process Confusion arises when only one approach is used in all cases The wisdom and skill of the counselor may be determined in part by his perception in selecting the most effective technique for a specific problem

A classic example of the use of the "understanding" approach in nondirective counseling is described by Snyder in the case of Marjory Winkler (17) Marjory was referred to the counselor by a physician who reported such symptoms as fainting spells, crying, loss of weight, nervousness His diagnosis found no apparent physical causes for such symptoms Marjory was an eighteen year old girl who had undergone plastic surgery which had completely changed her appearance Had the counselor used any other technique but the "understanding," nondirective approach he probably would have diverted, confused, or blocked the client s analysis of her problem At the beginning of the interview it seemed obvious that the real cause of her emotional disturbance was her changed appearance As she was permitted to analyze her feelings during the interview, however, she disposed of the excuses and superficial disturbances bothering her and gained insight into her real difficulty The fact that so disturbed a personality could gain complete insight into such an involved problem in a single interview is a real credit to the counselor's approach Many opportunities were present during the interview for a counselor to interfere, jump to apparent but incorrect conclusions, or take over the problem The fact that none of these diversions took place marks this interview as an excellent example of effective counseling

As defined by Rogers (16), ". . . effective counseling consists of definitely structured, permissive relationship which allows the client to gain an understanding of himself to a degree which enables him to take positive steps in the light of his new orientation." This hypothesis has a natural corollary—that all the techniques used should aim toward developing this free and permissive relationship, this understanding of self in the counseling and other relationships, and this tendency toward positive, self-initiated action.

Counseling service is a highly professional responsibility. A good counselor must be able to use sound techniques to enable the counselee (1) to feel at home and relaxed and accepted by the counselor; (2) to identify his real problem; (3) to analyze and clarify his problem; and (4) to plan for dealing effectively with his problem.

Individuals who are assigned to such professional service must be superior, well-adjusted people who possess adequate training in the techniques of dealing with human behavior. The counselor must have a stabilizing effect upon pupils, teachers, parents, and others with whom he works. He must be even-tempered, fair, alert, sympathetic, considerate; he must be able to identify himself with others. Besides being approachable, he must be able to elicit and retain the confidence of students. A counselor must be sensitive to symptoms of need for counseling and accept an individual as he is; counseling then proceeds without emotion, chastisement, or moralizing.

A counselor must understand classroom situations to assist teachers and pupils with classroom and learning problems. He must be acquainted with techniques of evaluating individual behavior, achievement, personality, and mentality. Because failure to select achievable goals results in confusion, anxiety, and frustration, he must enable a pupil to

choose realistic goals in line with the pupil's interests and capacities

The counselor must be aware of the frequent differences of opinion among administrators, teachers and pupils so that he can assist these people to work in a congenial relationship Elements of situations which provoke the administrator and the teacher are usually symptomatic of the pupil's personal frustrations and perplexities Satisfactory solution of the pupil's real problems would, of course, remove the symptoms It is with these real problems, rather than the symptoms that the counselor must be concerned Figure 6 prepared by Fowler (7) emphasizes these overlapping 'problem fields'

It is customary for the administrator and the teacher to react within their respective problem fields in terms of what the pupil is doing rather than in terms of why he is doing it Apparently, they are more concerned about what to do when Tommy misbehaves than they are about why he engages in this behavior The major concern of the counselor must be with the discovery of motives and causes The administrator and teacher tend to see the pupil's behavior in terms of annoyance to them rather than in terms of the meaning of the behavior to the pupil himself They may attempt to remove symptoms rather than analyze and treat real causes The administrator and teacher tend to work with the pupil within their own problem fields exclusively, virtually ignoring the problem field of the pupil Lack of time insufficient training in human dynamics, and accumulating responsibilities all interfere with dealing effectively with maladjusted children Unless an understanding and adequately trained counselor is available many disturbed pupils receive little help

Such is an argument for the administrator's need to establish counseling service in his school Selection of a suitable counselor providing time, a room and occasion for counsel

Figure 6 The Problem Fields of the Counselor, the Teacher, and the Administrator. (Courtesy, Utah State Department of Public Instruction, Salt Lake City, Utah.)

THE PROBLEM FIELD OF THE TEACHER

1 He is failing to achieve expected skills, understandings, and knowledge
2 He is absent too much
3 He doesn't respond to assignments
4 He doesn't cooperate
5 I can't motivate him—can't find his interests
6 He is not accepted by other students
7 He is acquiring poor habits and attitudes

THE PROBLEM FIELD OF THE STUDENT

1 What's the use of school?
2 I can't talk to my dad He doesn't understand me
3 I'm a disappointment to my mother
4 I wonder why I don't grow—must be some thing wrong with me
5 I can't get in with the big shots
6 I'm afraid of girls!
7 My mother likes my brother better than me
8 I want a jalopy!
9 I want a job!

BOY WHO HAS PERSONAL PROBLEMS

To the principal and the teacher the boy is a problem

THE PROBLEM FIELD OF THE ADMINISTRATOR

1 His absence cuts down A D A and loses state funds
2 He takes too much time of my staff to manage him
3 He is a disturber in the halls, on the grounds, and in class
4 He breaks down morale
5 He pulls down my reports
6 I have to work with certain agencies because of him

ing, granting freedom in counseling activities, and delegating authority commensurate with counseling responsibilities are all necessary steps to effective counseling service.

SIMILARITY OF HIGH SHOOL CORE TEACHER AND ELEMENTARY SCHOOL TEACHER

The elementary teacher usually has the same group of pupils for a full day throughout the school year. He has a greater opportunity than even a core-course teacher to get well acquainted with his pupils individually; *to gear a program of all-around growth and development to individual needs and maturation; and to deal promptly with individual problems indicating maladjustments.* If it is important that a teacher know a pupil before he can teach him effectively, then the fewer pupils a given teacher has (other things being equal) the better the job he can do. If there is a genuine advantage in a core-course teacher's having the same group for a double period, then there is a greater advantage in an elementary teacher's single group program. The one rather serious disadvantage of such an arrangement arises in the event of a teacher-pupil personality clash. However, *training received by elementary teachers and core-course teachers should minimize this possibility.*

Accordingly, core-course teachers and elementary teachers have responsibilities for both group guidance and individual counseling services. If additional help is needed they should seek such aid from more specialized personnel—the pediatrician, trained counselor, social worker. or even a *psychiatrist.*

GUIDANCE AT THE ELEMENTARY SCHOOL LEVEL

Guidance may be defined as a mental hygiene approach to individual differences in children. *Guidance emphasizes*

the individualized and humanized aspects of education
Guidance services include those efforts aimed at a more care-
ful study of the individual, his interests, his abilities, his spe-
cial concerns, his total personality and the creating of an
environment that will enable him to realize his potentialities
Any real effort on the part of a teacher to work with each
pupil as he is, rather than where he is supposed to be, is a
guidance service

The moments an elementary teacher spends chatting with
a timid child, talking model airplanes with a slow pupil, or
trying to discover reasons for a pupil's fear or poor attitude
toward school are "guidance" moments The understanding
teacher is in as good a position as a specialist to help a pupil
build status, gain importance, and attain a feeling of com
petency The central purpose of guidance at the elementary
school level is to assist in the adjustment of pupils to school
and home environments Although not always called guid-
ance, this objective has long been a concern of elementary
schools Guidance and effective education are almost synony-
mous at the elementary school level

Because the elementary teacher has his group throughout
the day under all kinds of conditions, we believe that if he
is in a position to develop and apply educational, diagnostic,
and therapeutic procedures to pupil adjustment problems,
he must have an extensive academic background in mental
hygiene, educational psychology, and principles of guidance

Guidance aims at helping pupils to direct themselves to
discover rules for their own conduct Guidance should in-
clude all pupils and all life adjustment areas Anyone, in
school or out, who aids a pupil to make better personal
adjustment to his school program, to his home conditions, or
to other people, renders a guidance service A congenial,
friendly, understanding, helpful relationship between a pupil

and his teacher or counselor provides the basis for effective guidance at any grade level Such a relationship is urgently needed in our schools Elementary teachers, by and large, seem better prepared in this area, and seem to sense its importance more than do teachers in secondary schools or colleges and universities

In addition to group guidance services rendered by the elementary teacher in a rather natural group setting, opportunities should be provided sometime during the day or week for any given pupil to talk with the teacher on a permissive basis Pupils with reading difficulties, speech difficulties, fears, and uncertainties need encouragement, insight into their problems, and a feeling of acceptance which may be better gained in a personal interview than in a group situation

The elementary teacher tends to grant first place to warm and friendly human relationships with children, too often the high school teacher tends to place first the subject he is employed to teach Guidance goals are thus served along with teaching in the elementary school, but in the high school there appears to be real need of specialists to supplement teaching with counseling assistance

GUIDANCE IN THE SECONDARY SCHOOL

In secondary schools guidance services have assumed rather definite and differentiated responsibilities which have been assigned to special counselors and other trained personnel These guidance services are grouped into five categories

1 Pupil Inventory Services—means and techniques of ascertaining abilities, interests, aptitudes, and aspirations of pupils Such means and techniques may include progressive achievement testing, testing of mental ability, accumulative

decisions for the counselee; giving advice; preaching, exhorting, moralizing, shaming, or belittling.

4. Placement—helping the pupil to take the next step in a school program or in a job. Except for transfers, the elementary school has little responsibility for this part of the guidance program. A transfer, for example, may carry less dread and uncertainty if care is taken to prepare him for the new environment and to orient him to the new school after he registers.

5. Follow-Up—until satisfactory adjustment in the new job, school, or location has been achieved.

SUMMARY

As a summary of this chapter let us refer to the recommendations for standards of competency of a counselor. These competencies are (4):

1. Insight and understanding about one's self which will enable the prospective guidance personnel to resolve their own problems successfully.
2. An understanding of the dynamics of interpersonal relations and the ability to communicate with individuals and groups in the school and out of the school.
3. An understanding of the process of child growth and development and of the dynamics of individual behavior so that those responsible for doing guidance and counseling can understand problems resulting from the growth and development process as such, but also the problems resulting from emotional, social, physical, or intellectual maladjustments.
4. An understanding of all the facilities which exist in the school, community, county, and state upon which the counselor may call for services more specialized than he is able to render and the ability to develop plans with these agencies for their utilization.
5. Skill in involving the staff in the guidance program so that

they may (1) gain insight and understanding of the concept and function of guidance in the total educational program, (2) understand their roles and the role of other functionaries in the program, (3) understand the specialized services available within the school and without the school, and (4) be cognizant of the methods whereby these services may be obtained

6 An understanding and the ability to use and train the teaching staff to use various guidance tools and techniques to discriminate those most appropriate to the situation, to interpret the findings in relationship to the total situation, to recognize operational limitations, and obtain help from more specialized personnel in giving and interpreting other techniques necessary to gain further insight into the situation and in analyzing a course of procedure

7 An understanding of the data required for effective vocational, educational, and personal guidance

8 Skill in interpreting the guidance program to the community

9 An understanding of the need for extending the guidance program by participating in community efforts in behalf of youth

SUGGESTED PROBLEMS FOR STUDY AND DISCUSSION

1 One chief criticism of the core curriculum is that qualified teachers cannot be found to teach in it Why is this problem more difficult for the secondary than for the elementary school?

2 From the following list of abilities required for effective counseling which should be delegated to a special counselor and which to the "core teacher"? Give your reasons for selection

   a Ability to work well with people
   b Skill in giving and interpreting tests
   c Ability to interview

1 Establish good rapport
2 Clarify pupil's thinking
3 Assist pupil to gain insight into his problem
4 Assist pupil to interpret test data

d Ability to view any situation without becoming too involved emotionally
e Ability to gather data and record it in good form

3 List the possible reasons why some special school counselors fail to get along well with teachers
4 List some possible causes why the core teacher fails as a counselor What can be done to avoid this failure?
5 Check those items below in which the core teacher should have special training

a Group standardized tests _____
b Case study techniques _____
c Case conference techniques _____
d Nondirective interviewing _____
e Advising students _____
f Test construction _____
g Test interpretation _____
h Psychodrama and/or sociodrama _____
i Remedial reading techniques _____
j Revised Stanford Binet _____
k. Wechsler Bellevue _____
l Projective techniques _____
m Speech-correction techniques _____
n Study skills _____
o Parent conferences _____
p Faculty conferences _____
q Knowledge of occupational information _____
r Research techniques _____
s Group guidance _____
t Action research _____

Give specific reasons for omitting some of these items

6 Which is more important for the training of a core course teacher?

    a Techniques listed in problem No 5 above

    b A thorough foundation in educational methods

    c. A thorough foundation in subject matter content, e g, knowledge of science and mathematics

7 Make a list of areas of training for a good core course teacher

8 Should a core-course teacher hold a counselor's certificate? If so, why?

9 Is an efficient counselor primarily a teacher or a counselor? Justify your position

10 Are school administrators generally in favor of or opposed to the core course? Why?

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14

The Core Course and Guidance

The major purpose for setting up guidance services in any school is to enable pupils to make better personal adjustments. Such adjustments may be in the school, in the home and family relations, in social activities, in plans for vocational future, in community activities, and within one's self.

Adjustment in some cases can be made by manipulating the environment, such as by changing teachers, or programs, or schedules at school; changing home conditions; providing work experiences; getting a part-time job; or providing vocational information. In other cases, when environmental conditions which contribute to the maladjustment or emotional disturbance cannot be regulated, improved, or eliminated, to relieve the conflicts and anxieties, then the individual's attitude toward the conditions in which he must continue to live needs to be changed. These are the two areas in which guidance workers operate in an effort to assist pupils to make better personal adjustments to their total environments and within themselves. Anyone, in school or out, who contributes to this adjustment is rendering a guidance service. Core-

for roll call and confusion. Because of demand for extended time for home-room activities the home-room system has waned, and, as a result, the entire group guidance concept has been ill-considered. The real difficulty, perhaps, has been that (under the home-room system) everybody is responsible for guidance in a general way. Individual staff members have not been assigned specific guidance functions with allotted time for performing them.

Many pupil problems are personal and require individual interviews with a counselor trained in counseling techniques. In a discussion of group guidance the importance of such individualized guidance should not be minimized. Individual interviews should be available, on a purely permissive basis, to all pupils with personal problems. Furthermore, assistance should be available from specialists trained in counseling techniques and guidance services. The average teacher is not prepared for such individualized counseling, particularly with emotionally disturbed cases.

There are phases of guidance, however, which should deal with "shared experiences," growing up emotionally, motivations, relative values, problems of morale inherent in group activities, personality development, orientation programs, home-room and student councils, and vocational information programs. Such phases of guidance can receive adequate treatment under a group guidance program. Organizations for such group guidance include the core course, home rooms, student councils, assemblies, school clubs, career days, school elections, social functions, exploratory courses, and parts of regular classes dealing with human relations, social adjustments, or personality integration.

Problems of a personal nature can frequently be tolerated better when it is realized that they are rather common problems, and that other individuals are also struggling with

them Group situations which encourage free discussion of personal fears, anxieties, ambitions, conflicts between natural impulses and social standards contribute to group guidance goals By discussing his own curiosities, fears, and emotions with his peers in a group situation a student may often be helped to grow in self-confidence and security and to gain greater perspective

If group guidance can provide an environment in which young people can discuss and evaluate problems peculiar to themselves, the ideas of youth (which are good, in general) can be used to advantage Too frequently the contributions of youth are ignored or belittled by all wise adults who assume responsibility for telling youth what they ought to do It is difficult for one to impose his convictions upon another, and when such attempts are made by adults in their relationships with young people, the efforts are met with mistrust, and even deception While adolescents are sure that most adults do not see their problems clearly and under-standingly, they do have confidence in themselves collec-tively If a core course is taught correctly, opportunities are abundant for youth to face, discuss, and evaluate with their peers, their emotions, conduct, and aspirations Tensions are released, critical thinking is stimulated, and each individual becomes assured that his difficulties and emotional disturb-ances are not unique

One value inherent in group guidance in the core course is that problems of a third party, one outside the group, may be discussed and evaluated in terms of effects Was he popu lar, well liked, successful, and happy, or was he disliked and disgruntled? What factors in his personality or in his behavior contributed to his success or failure in his personal relationships? Are they factors common to most people? What could he have done to improve his ability to get along

with others and to be happier with himself? In group guidance, opportunities are provided for the right combination of permissive sympathy and firm criticism that are seldom available in individual interviews.

Friendly, informal group discussions of such problems as "Our Pleasant Emotions," "Emotional Conflicts," "Overcoming Personal Handicaps," "Behavior Problems," "Boy and Girl Relations," "How Habits Rule Us," "Establishing Worthwhile Goals," "Getting Along with Others," "Facing Reality," "Dealing with Fears and Superstitions" can contribute materially to helping pupils to understand themselves and their problems. It is believed that the core course provides a natural setting for dealing with such life problems.

DESIRABLE ADMINISTRATIVE FEATURES OF THE CORE COURSE

The double period given to the core course in most schools where it is in operation makes it possible for the teacher to become much better acquainted with each pupil than is possible in a single period. This opportunity for a teacher to get well acquainted with his pupils is probably the best argument for a long rather than a short period for the core course. When a teacher has a group of pupils for a longer period of time he finds it easier to complete many of the *essential routine tasks of guidance* such as making *complete records*, *visiting homes*, and *counseling*. Because in the core course the teacher is expected to be sufficiently trained to assume the duties otherwise required of guidance workers, he should hold a counselor certificate.

In a few ideal situations in the nation the core-course teacher is given specific time allotments for conferences, counseling, home visits, keeping records up to date and other guidance services. The teaching load is reduced sufficiently

to make guidance functions possible Such a schedule gives the core-course teacher a maximum load of approximately seventy pupils Since the core course teacher has the same individuals for at least a year it can be readily seen that conditions are conducive to rendering successful guidance service Such a goal, of course, is far from being accomplished in the majority of the nation's schools In many of these schools core course teachers, in a seven period daily schedule, have three double periods of core course work and a single period for conferences, counseling, and 'relaxation"

TYPICAL GUIDANCE SERVICES RENDERED BY THE CORE COURSE TEACHER

The core-course teacher can be a principal functionary in the school's guidance program by making and keeping the supplementary, or individual inventory record Individual record cards are used for securing information as well as for retaining and using information It is now rather generally believed that such records should be of two kinds One kind is the permanent record card, a place to retain information of a permanent nature The other type of record is the supplementary, or individual type with day by day importance and use Such a folder contains samples of the pupil's work, objective descriptions of some significant behavior recorded without interpretation and known as anecdotal records', interview summaries that may be useful in succeeding interviews, group activity reports on such things as excursions, field trips, and community projects, correspondence about the pupil standardized tests, and profile sheets showing a battery of test data in brief or cross sectional view

In addition to record keeping the core course teacher holds interviews with both pupils and parents, makes home visits, gives psychological tests under the direction of the

counselor, screens cases for additional help, and refers such cases to the counselor or to the school disciplinarian as the need is indicated for further counseling or correction

ILLUSTRATION OF A SEQUENTIAL GROUP GUIDANCE PROGRAM [1]

In accordance with the general concept of helping the individual better to understand himself physically, emotionally, intellectually, and socially, the Granite School District includes in its school program some variations in each grade from the fourth to the twelfth inclusive which meet group guidance goals and which elicit wholehearted response from teachers and pupils alike As yet, this system does not have a uniform group guidance program in all grades beyond the fourth Many teachers, however (especially core course teachers in the junior high schools), are including more and more group guidance and life adjustment problems in their programs Each year more teachers express a greater interest in expanding their guidance services and are receiving help and encouragement in workshops and study groups being conducted annually in the district It is believed that an acceptable group guidance program will emerge in each school of the district as the need is realized and developed

A brief summary of the group guidance program currently in operation in the Granite School District follows

Fourth grade teachers in all nineteen elementary schools of the district are using the book, *The Girl Next Door* (51) This is an excellent book dealing with health and personal development It appeals to ten year-olds because it is well written and illustrated In this fourth grade health is defined

as a state of complete physical, mental, and social well being, and not merely the absence of disease or infirmity The ability to live harmoniously in a changing total environment is essential to the development of such a condition of health It should be remembered by teachers in group guidance programs that pupils learn in proportion to their ability to recognize personal problems and to become involved in their solution

Fifth grade teachers of the District use the book called *You* (52) Designed for preadolescents, this book offers a continuation of the theme of health and personal development In this book fifth graders find out what they are like physically, emotionally, and socially Pictures and illustrations emphasize important ideas

Sixth grades of the district have accepted the book *Human Relations in the Classroom* (14) to meet their group guidance needs Real contributions are made toward helping pupils to understand their emotional, physical, and intellectual development, and toward the development of skills for getting along with others

Emphasizing the need to help pupils to grow toward emotional maturity, the introduction to the book calls attention to the fact that of every hundred school children in the United States four will eventually be in mental hospitals, one will be apprehended as a criminal, and eight will be shattered by emotional breakdowns This represents 13 percent of our pupils and indicates the real need for the kind of help the book is prepared to give In addition to the guidance objectives herein discussed, use of these books provides unlimited opportunities for oral and written expression concerning topics of vital interest to pupils As such aids, in the field of English alone, their use could well be defended In serving their larger purpose, however, their use, or the use of

similar materials, seems imperative in our complex modern civilization.

While adults cannot help pupils gain emotional maturity through preaching, threatening, urging, or imposing, they can create an environment in which pupils can discuss problems of emotionally mature or emotionally immature persons and evaluate their own personalities and behavior patterns in terms of such discussions. When they begin to discover why Tommy had no friends or why a certain Red Cross nurse had many friends, and apply their findings to themselves, they begin to recognize their strong and weak points. In proportion to the effectiveness of such a program of group guidance in the fourth, fifth, and sixth grades, the amount of maladjustment in later grades should be minimized. In other words, as a program of group guidance is successful on any grade level serious individual maladjustments should decrease in later years.

In the English-social studies core-course programs of the seventh and eighth grades in the Granite School District there is available to teachers and students a wide variety of materials suitable to individual needs and interests. The same is true, of course, in the science-mathematics core programs. Group guidance objectives are only a part of the core course and include orientation programs, vocational information programs, and programs aimed at helping students to develop emotional maturity, or personality development. Some units for group guidance, with books and booklets that may be consulted in their development, are here suggested:

1. Understanding Your School:
   The Junior Citizen Series (58)
   Making the Most of School Life (46)
   Science Research Associates Booklets (50)
   Getting Along in School

You and Your Problems
High School Ahead
You Can Read Better

2 Will You Be Adapted to Your Future Vocation?

Seventh graders are generally too young to choose their careers Many pupils drop out of school before they get any help in career planning, thus the majority wish they were in a different job field It seems important that junior high school pupils be given information about major vocational areas available to them, and that they have opportunity to study themselves in terms of their abilities, interests, and available training The following books and pamphlets are excellent aids in developing a vocational information unit

Vocational Planning (23)
Planning Your Future (40)
I Find My Vocation (36)
Science Research Associates Booklets (50)
  Exploring the World of Jobs
  Our World of Work
  Helping Youth Choose Careers
  Your Personality and Your Job
  What Employers Want
  How to Get the Job
  Getting Job Experience
  Discovering Your Real Interests
  Choosing Your Career

Many good vocational films are also available to be used with books, pamphlets, booklets, career days, visiting speakers, or visits to plants and industrial establishments

3 You Can Improve Your Personality
  Ways to Improve Your Personality (5)

Science Research Associates Booklets (50)
  Understanding Yourself
  Exploring Your Personality
  About You

Under qualified and enthusiastic leadership this sequence of experiences in reading and discussion can provide new meaning to school life and sound preparation for living

UNITS

Adaptable either to the core course or to a separately designed guidance course are the following units designed by Christensen (17) for use in the Worcester, Massachusetts, Public Schools The units may be used in sequence or as individual projects The contents are arranged as follows

The Course in Self Appraisal and Careers

Introduction
Statement of Purposes
The Counselor
Selection of Pupils
Nature of Resource Units
Explanation for Headings Used in Each Unit.
Procedures and Material
Acknowledgments

Unit One	Why Self Appraisal and Careers?
Unit Two	All About You
Unit Three	You and Your Interests
Unit Four	You and Your Aptitudes
Unit Five	The World of Work and You
Unit Six	Your Personal Qualifications Versus Job Requirements
Unit Seven	Your Post High School Planning
Unit Eight	You and the Future

Appendixes: High School Counselor Reference List, References and Notes on Audiovisual Aids, Sociodrama as a Guidance Technique, College Entrance, Credit for Self Appraisal and Careers, Space for Additional Activities

Note: Each of the units is organized according to the following topics: Central theme, content, methods of introducing unit, suggested activities, evaluative activities, suggestions to counselor, and materials and references

A UNIT TO DEVELOP SELF UNDERSTANDING
Understanding Yourself [2]

CENTRAL THEME

The differences among mankind have always been recognized, even from ancient times. Even among the uncivilized groups of people today it is recognized that individuals have different talents, emotions, and ways of getting along with their associates. Differences in physical characteristics, mental abilities, aptitudes, interests, and personalities are due to the interaction of two factors, heredity and environment. A mere beginning in a study designed to help you understand yourself starts with a consideration of your ancestors and of the environment in which you have lived

MOST PEOPLE WANT TO KNOW

"Should we blame Tom for using liquor if his father is an alcoholic?" "Can my bad temper be inherited?" "I have heard that my grandfather was the terror of his family. What causes these freaks of humanity?" 'The child is an idiot. Why

[2] The unit is similar to, though not identical with, the unit found in Thomas E. Christensen, "Resource Units in Self Appraisal and Careers," Worcester, Massachusetts Public Schools, 1954

was it ever born?" "If the first child in a family is a moron, will later children be morons?" Is it possible for two homely parents to have an attractive child?" "Will a child be likely to resemble the parent with the most pronounced physical characteristics?"

These are questions you and your friends frequently ask about heredity The answers to all of them are not known but some information can be found by studying the facts of heredity

CONTENT

Of What Is the Body Made?   The body of man like that of any other organism, is composed of cells The nucleus, near the center of the cell, is the center of cell reproduction Within the nucleus is the extremely important chromatin which carries the hereditary characteristics of the human organism

Life begins only as a result of fusion of a sperm with an egg (ovum) This process is known as fertilization The sperm and the ovum are really reproductive cells Each of these cells has a nucleus containing threadlike bodies known as chromosomes Each chromosome contains hundreds of smaller bodies called genes An individual's heredity consists of the specific genes which he receives from each parent at birth The original cell from which all human beings develop contains forty eight chromosomes, half of which are contributed by each parent

Will an Unborn Baby Be a Girl or Boy?   Parents have always wanted to know how to have their baby be a boy or girl. According to our present knowledge, sex is determined by the type of sperm cell that fertilizes the egg cell When the sperm cell carries the Y element a boy results, when an X, a girl. Sex, then, is a matter of chance, thus hereditary ten-

dencies do not account for families of all girls or all boys

Every Human Being Is Different   Of the hundreds of genes within the chromosomes no two genes are alike, each chromosome contains dominant, recessive, and sex-linked genes A dominant gene is one which carries a trait to the next generation though only one parent possesses it Brown eyes, for example, are dominant over blue and curly hair is dominant over straight hair Other dominant traits are large body build, dark skin, or a strong chin

Heredity is a highly complex process, depending upon the number and organization of the genes contributed to each individual by the two parent cells An individual's heredity consists of the specific genes which he receives from each parent at birth It is entirely a matter of chance which traits will be handed down from one generation to the next

Recessive and dominant genes may be either good or bad and may be mixed in any family line Bad genes are easier to trace through many generations and are, therefore, talked about more often than good genes It is said that diabetes, taste blindness, and certain forms of feeble mindedness are passed on as recessive genes, while male baldness, small undersized eyes, discolored teeth, certain kinds of allergies, and possibly migraine headaches are the result of dominant genes If you have a dominant gene for any trait and your future wife has the same dominant, all your children will be affected Inheritance from two parents is an advantage because it reduces the possibility that defective genes will come together

Will You Be Tall or Short?   Boys and girls often try to relate each one of their traits to a comparable trait in their parents or grandparents, yet internal forces must be interpreted intelligently Traits always appear in new and differ-

ent arrangements. You have frequently looked at yourself and said, "I'll probably never be tall because my parents are so short," or perhaps, if you are a girl, "Why am I so tall? My parents are not that way." Shortness appears to be dominant over tallness. In other words, tall parents will have all tall children, and two short parents may have some tall and some short children. Environmental factors such as the kinds of food eaten, the amount of sunshine obtained, and the types of diseases had, are all factors that influence size, but the factors of heredity appear to be most important in determining stature.

Can Disease Be Inherited? Unfortunately, some of the genes contributed by one or both parents may be defective, causing a flaw in some organ, gland, or other mechanism of the body. Hundreds of diseases are transmitted from parent to child; yet many conditions that were formerly thought to be inherited, or chiefly inherited, now have been proved wholly or largely environmental. Tuberculosis, for example, and all other infectious diseases cannot be inherited, but susceptibility or resistance to such diseases may be passed on to a child. With other common serious afflictions such as heart conditions, common cancer, insanity, epilepsy, diabetes, anemia, and familial jaundice, heredity works chiefly by producing a "susceptibility" or "predisposition."

Can a Mother Mark Her Child? There is no connection between the nerve of a mother and nerves of her child. The idea that symbolic markings on the child result from thoughts or experiences of the mother during pregnancy is, therefore, completely false. Temporary emotional states and "impressions" have no adverse effect upon the offspring.

What Is the Cause of a Freak? Although children tend to resemble their parents, the resemblance is not exact because of the complex organization of genes at the time of

conception The lack of similarity of offspring to parents may be called variation A youth may resemble his mother in some respects or 'traits," his father in other traits, and be unlike either in still others In other words, it looks as if what is inherited is not a general likeness but rather resemblance in different particular traits When a gene is affected so as to cause some unusual variation we call the result a "mutation." A mutation is a happening in nature and may account for some of the occasional appearances of a hideous monster or a sublime genius

Do We Inherit Personality? It is easier to trace physical traits such as blue eyes or black hair in the family tree than it is to trace such traits as honesty or intelligence On the other hand, the occurrence of extreme feeble mindedness is not difficult to find It can hardly be said that the newborn infant has a recognizable personality, but evidently he possesses the raw materials from which his personality will be developed Physical traits are affected most by heredity, somewhat less by intelligence, and the least by personality Thus far little evidence has been gathered that body appearance has anything to do with a person's becoming a delinquent or criminal Environment, not heredity, probably determines criminal tendencies, racial prejudices, religious preferences, sex delinquency, and alcoholism Basic traits are inherited, but character is molded by a person's experiences and training

Should Cousins Marry? The inheritable tendencies toward disease and defective mentality are increased when first cousins marry Bad genes are mixed with good ones in any family line The tendency toward certain diseases and direct inheritance of such traits as taste blindness, color blindness, and certain forms of feeble mindedness are passed on as recessive (hidden) genes If both you and your wife

have defective recessive genes then both of you are carriers. This increases the chances of producing defective characteristics in your children. The presence of defective genes in the family tree should, therefore, be given consideration when choosing a cousin for a mate

Making the Best of Our Heredity   Heredity does not determine our destiny. The most it can do is to determine our response to the world of people and things in which we live. The course of development of our body and personality, in general, is influenced both by heredity and environment. Although nothing can be done about our own heredity, a good deal can be done about our environment which can control and modify many of our inherited traits and characteristics. Modern genetics holds that prenatal influences and the home in which we lived before birth have nothing to do with our beliefs, attitudes, and thoughts. Although parental attitudes and beliefs may affect our lives, the fears, cravings, desires, and wishful thinking of our mothers before we were born have nothing to do with the kind of person we are. Character and thought are within our power to modify as we desire. One important maxim helpful to every person is the counsel, "Don't use your heredity for an excuse."

METHODS OF INTRODUCING THE UNIT

1 Arousing interest through questions. How many facts do you already know? With no attempt at guessing mark the following statements either true or false. Use the questions as a basis of discussion and exercises for reading for a purpose

_____ Girls, more than boys, are interested in dolls because they inherit the interest

_____ The strongest boys are on the average the weakest mentally

_____ Girls on the average are born smarter than boys

_____ Only the weak are held back by their environment.

———Any child, if carefully trained from birth, can be trained to
be a successful doctor, lawyer, engineer, or journalist

———A *mother* dog trained to stand on her hind legs will have
pups that can learn the trick even sooner than did their
mother.

———If the tails of rats are cut off generation after generation,
there will eventually be born rats without tails

———If a woman improves her mind during the period of preg-
nancy the child will be born with greater intellectual in-
terests

———A child's fear of snakes is inherited from his remote an-
cestors because they learned to fear them

———Children today are born with better minds than the children
of five years ago

2 Read some stories of children reared by animals and follow
with critical discussion

3 Read the story of the Dionne quintuplets and discuss the
influence of heredity and environment in their personalities

4 Invite a teacher of biology, botany, physiology, or agriculture
to speak to your group on one of the following topics

  (a) Mendel and his experiments
  (b) The inheritance of physical traits
  (c) Dominant and recessive traits
  (d) The evolution of modern beef or dairy cattle

5 Listen to reports of pupils who have records of their "family
tree" Encourage each pupil to gather as much information as
possible from parents on family genealogy

6 Discuss the following questions

  (a) All people of a given race, whether related or not, look
  much more alike than different Why?

  (b) Select two people of a different race whom you know
  well and describe how they are alike

  (c) Have the teacher display a photograph of a person whom
  he knows well How closely can the class describe his

occupation, physical strength, general intelligence, social abilities?

7 Discuss differences, having historical significance, in the following points between two people home conditions, number of brothers and sisters, family income, education, hobbies, interests, talents, and skills, relatives

REQUIRED ACTIVITIES FOR ALL MEMBERS OF THE CLASS

1 Write in narrative form "The Story of My Life" (Note This requires considerable preparation and guidance Several autobiographies or biographies should be read and discussed The class and teacher should organize a proposed outline The confidential aspect of what is written should be discussed e g, narratives will not be read aloud, and items for description will be selected on the basis of significance rather than pride in telling the story It will be best to write the story in installments according to subtopics)

SUGGESTED ACTIVITIES

1 Use your immediate family (including cousins, if possible) as the subject of a chart showing color of eyes, left handedness, or curly hair

2. Use such personalities as Theodore Roosevelt or Helen Keller to illustrate the influence of environment.

3 How does your inheritance differ from that of your brother or sister—or cousin? How has your environment differed?

4 Try to illustrate how some person of your acquaintance has overcome one of the following handicaps (If you do not think any one of the items is a handicap justify your judgment)

   a. skin color
   b height.
   c. weight.
   d. facial blemish.

    e. features.

    f. color of eyes or hair.

    g. awkwardness

    h. speed of speech

5. Discuss. Does heredity handicap possibilities for success? How about environment?

6. Choose a particular vocation with which you are familiar. What kind of person may be successful in it?

7. Write a brief article for your school paper describing family characteristics which have been inherited in your family

8. Describe traits in yourself which you think may be dominant or recessive.

9. List the factors in your school environment which you feel have helped you most.

10. Select a person of your acquaintance and describe the opportunities in his environment which have contributed to his success

11. Discuss. "What does environment have to do with a person's attitude toward social customs, strangers, new ideas, and ways of doing things?"

EVALUATIVE ACTIVITIES

After answering the following questions, use them as a basis of discussion

Directions Place a 'T' if you think the statement is true and "F" if you think it is false

_____ 1. Heredity and environment have no effect after the individual becomes an adult

_____ 2 If an expectant mother studies the piano, her child will be a musician

_____ 3 From the standpoint of physical characteristics people are most nearly alike when they are infants.

_____ 4 Children in the city are more intelligent than children in the country.

_____ 5 A boy is a "chip off the old block."

_____ 6 If your father and mother are short and fat you can do nothing to change this pattern of growth in yourself

_____ 7 Some people are "born" criminals

_____ 8 No two people are exactly alike

_____ 9 It is possible to inherit bad habits

_____ 10 Children of well educated parents are always intelligent

_____ 11 Tuberculosis is due to heredity

_____ 12 A blue eyed child may be born to two brown eyed parents

_____ 13 A boy inherits his chief characteristics from his father

_____ 14 Poor people always have a bad environment

_____ 15 Most cases of baldness are due to heredity

_____ 16 Children inherit more from their mothers than from their fathers

_____ 17 A child born of older parents has better heredity than one born of young parents

_____ 18 If the tails of many generations of rats are cut short, it will be possible that all rats will be born with short tails

_____ 19 Certain racial groups are superior to others because of heredity

_____ 20 Most artists had parents who were also artists

_____ 21 A child was born with red spots on the arm This could have been because the mother had a great craving for strawberries during pregnancy

_____ 22 A child is born with a large mole on the leg During her pregnancy, the mother had experienced a severe fright because of a mouse The cause of the mole is quite evident.

_____ 23 A pregnant mother practices the piano one hour a day This will probably make the baby have a liking for music

_____ 24. By drinking certain potions a pregnant mother can influence her unborn child to be either a boy or girl as she desires

_____25 The capacity to learn is fixed at the time of conception
_____26 No two people are exactly alike, unless they be identical twins
_____27. The color of eyes is inherited
_____28 A girl's mother has heart disease, therefore, the girl will eventually have heart disease
_____29. Color-blind parents will have all color-blind children
_____30. A child is likely to resemble the parent with the most pronounced physical characteristics

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SUMMARY

Nearly three decades ago, Hartshorne and May (31) recommended to educators that attention be placed on the reconstruction of school practices in such a way as to provide not occasional but consistent and regular opportunity for the successful use by both teachers and pupils of such forms of conduct as make for the common good The mental hygiene movement, the growth of the *Gestalt* and organismic theories of psychology, and the contributions of anthropology and sociology have been interwoven into a dynamic theory of personality (42) More recently the wide spread interest in the group processes has made it even more significant that educators give attention to the influence of the group in guiding the individual A change of behavior is a function of the biologic needs and functions and the social conditions in which those needs are met

The basic desires of every person sooner or later determine the basic value concepts about which personality is organized A well integrated personality will emerge when the core of values held by the individual are harmonious with reality The curriculum should provide pupils with a progressive accumulation of meaningful experiences that will reveal the physical and social world as it is Children should be guided to organize their experiences into generalizations, attitudes, and value concepts in the company of, and with the cooperation or opposition of other people

An educational program that considers group situations as an opportunity to assist the individual in personality development must be concerned with the conditions of growth and development and the learning process This is the principal reason for devoting a large portion of this textbook to the core course and for devoting portions of it to the discussion of the philosophical, psychological, and pedagogical foundations underlying it If pupils learn what they experience, schools must be designed for the kind of living that is conducive to the growth of happy, well adjusted individuals

The detailed consideration of the school assembly, clubs, school council, home room, and parent teacher occasions for cooperation as elements of an organized modern curriculum is justified as group procedures for affording experiences in cooperation, fair play, gaining respect for personality, and improving human relations

This book has been concerned with the "whole child," his history, present status, and his behavior in a social environment. It is based upon the principle that personal needs and drives can be satisfied to the extent that the pupil cooperates with others, yet at the same time, preserves his personal integrity This is the essence of character building and of good citizenship in a democracy

We have given considerable attention to social climate and to the understanding of the dynamics of interpersonal relationships among pupils Only as an intergroup program is put into action can interpersonal and intergroup feelings of brotherhood be developed A well adjusted, desirable citizen must learn to respect and appreciate the contributions of the various economic groups that make up a neighborhood, school, and community Toward realization of this objective an entire chapter has been devoted to a discussion of the improvement of human relations

The following assumptions as made by Shaftel (53) in her study of teaching American ideals can be applied to the assumptions underlying procedures to assist the individual in solving his personal problems:

1. The teaching of American ideals can only be effectively accomplished by first helping children to experience democratic human relationships as a basis for growth in concepts that lead to generalizations about ideal behavior.
2. Any such program must consider the "whole child" in his field of operation.
3. Such a program must be based on the recognition that child behavior is caused and that the pattern it takes is always shaped by the child's effort to maintain his integration.
4. Specific teaching materials must be geared to the actual life situations in which child behavior takes place.
5. The behavior which shapes the attitudes and values of children grows out of each child's efforts to meet his growth needs, to perform his developmental tasks.
6. It is only as we help children to meet their developmental tasks that we can guide them to insight into the causes of their behavior and the consequence of their choices.
7. Since values are socially determined, the peer culture can be a powerful influence in building and reinforcing desirable attitudes.
8. Both emotional and intellectual experiences are necessary for the development of democratic attitudes that will affect behavior.
9. Any specific materials or experiences for promoting human relations must be a part of a comprehensive program of democratic education; isolated lessons in democracy are relatively ineffectual.

Guidance requires that pupils be given opportunity to: (1) explore their own life situations with the assistance of an adult who has been trained in guidance techniques, (2)

share and evaluate their feelings and actions with the coöperation or opposition of other children, and (3) be given assistance in generalizing from their experience.

The values of the group procedures described in the foregoing chapters are found in testing the assumption that attitudes, values, and ideals are developed by individuals through and in the process of meeting their needs in real life situations. We have not limited our discussion to the adolescent alone. According to Gesell (30) "the basic groundwork should be prepared in the first decade of life. . . . With shrewd suggestion and skillful spot guidance, while the occasion still tingles with its emotional realities, it is possible to help children toward more concrete self-control. We rely too much on abstract, remote, idealistic goals." The group guidance, then, must begin in the elementary grades and continue throughout the pupil's entire school career.

Considerable attention has been given to the core course because in such a core program the authors see an opportunity for pupils to gain experience in areas of living that encourage real growth and development. The core may become a significant center around which guidance revolves. Because it provides for a self-contained class unit the child rather than subject matter can be the focus of attention. Furthermore, the problems and needs of pupils can be recognized in a social setting. Nowhere in the entire school is there a better opportunity to integrate the service of guidance with education.

The core course requires a teacher who can arrange class activities so pupils will have to make decisions, so pupils can participate in the life of the school, so pupils can find success according to their special aptitudes, and so pupils can develop competencies in good citizenship. This requires a teacher competent in subject matter content, understanding of boys and girls, and trained in the techniques of guidance.

Although he will perform the basic guidance function through individual counseling contacts with pupils, he will never be able to function entirely independently of the professionally trained school counselor The counselor specialist will continue to play a dynamic role in assisting the teacher-counselor and pupils in a meaningful and functional setting

SUGGESTED PROBLEMS FOR STUDY AND DISCUSSION

1 Two classrooms are visited In one pupils are busy in a core curriculum, in the other pupils are busy in a subject organized curriculum Outline an imaginary sequence of events occurring in both rooms

2 Define the core course Does this differ from the core curriculum? If so, how?

3 Would a core curriculum differ in an elementary school from such a curriculum in a secondary school? If so how?

4 List several specific needs of youth which are generally not recognized in the traditional school subjects

5 Some people protest the core course because as they see it no preparation is made for college What are their specific arguments? How would you refute each argument?

6 How do you meet this argument? 'Teacher pupil planning requires too much time The teacher should plan and pupils should learn because the teacher has planned adequately'

7 Outline a plan for explaining the core program to parents

8 Could not the same objectives be accomplished in education without labeling the curriculum or course "core"? How?

9 Can there be a core course without book learning? How?

10 What principal differences are there between the following terms correlation, fusion integration, articulation?

11 What is the difference between a unit of work and a project? Does either have a place in a core course? Where?

12 In a core course pupils contact only one or two teachers Is this an advantage or disadvantage?

13 How are specialists used in a core course, e g, the music teacher?

14 Are the interests of pupils sufficiently reliable to use as a basis to select topics for study? What happens when half the class is interested in one topic and half in another?

15 Should all pupils complete the core course? Justify your answer

16 There is a tendency to encourage only the slow learner (non-college candidate) to take the core course Can this be justified? If so, why?

17 How can individual differences be given recognition in the core course?

18 We can all agree that there are common learnings for all pupils Is the school justified in teaching uncommon learnings? If so, why?

19 What is your concept of life adjustment education? In what type of curriculum organization would it most likely be found? Why?

20 How would the professional (specialized) counselor be used in a school operating under the core course curriculum pattern?

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SUPPLEMENT

An Example of an Appropriate

Unit for a Core Course

Although no unit should be followed as it has been written by someone else, the unit presented in this supplement is an excellent example of a product of cooperative effort It was originally developed by a group of teachers and supervisors in Harford County, Maryland, and later revised under the direction of Mrs Dorothy M Rowe

We present it here in exact duplicate with the written permission of Mr Charles W Willis, Superintendent of Schools The content of this unit does not necessarily reflect either one way or another the beliefs or philosophy of the writers of this textbook

Appreciating the Contributions

of Other Cultures[1]

CONTENTS

FOREWORD

The resource units used in the junior high schools of Harford County were originally written by workshop groups at the state and county levels

Since 1946, junior high school teachers have used these materials in the development of teaching units with seventh, eighth, and ninth grade classes They have constantly supplemented the original material with new bibliography and with a variety of teaching activities, beyond those appearing in the original units

The following resource unit has been revised to include some of this additional material It is hoped that the successful classroom experiences, which resulted in this revision, will be helpful to teachers who use this bulletin.

PHILOSOPHY OF THIS UNIT

Mankind, in his search for security and peaceful relations with his fellow man, has been blinded by self centered attitudes and desires In his blindness he has loosened the forces of hatred, prejudice, domination, and exploitation which are struggling to overpower the forces of harmony, justice, equality, and benevolence Only by building the forces that lead to understanding and respect among people can a fuller and happier life be reached

Clashing cultural ideologies present many problems This committee does not claim to have the solution to these problems However, we do believe that by open, democratic discussions and by the application of intelligent thinking, great progress can be made toward this end. Furthermore, we believe that the school, as the most important educational institution in the community, should act as a stimulus to open these problems for attack Since much prejudice is grounded in ignorance and the lack of a clear understanding of divergent views, we believe that education should teach all cultural groups to understand and respect each

other as equals in a world struggling for the happiness of all In a democracy the school must assume the responsibility of liberating intelligence. The school should encourage the full discussion of controversial issues that affect students"[1] Decisions should be reached by an objective analysis of facts

The dream of peaceful living for all mankind stems from antiquity. The prophecy of Isaiah that 'They shall beat their swords into plowshares and their spears into pruning hooks" has not yet become a reality With the advent of the destructive forces of atomic energy, jet propulsion, and rocket projection, a peaceful solution to the conflicts of peoples has become a 'must' under the dire threat of total annihilation Today, many leaders of the world are tackling the enormous task of harmonizing the antagonistic concepts and ideologies into some style of unity We believe the student should examine these efforts objectively and, by his own thinking, actively participate in reaching conclusions toward solutions of these problems It is not enough to be interested in these problems, it is not enough to develop an appreciation for the contributions of various cultural groups, it is not enough to understand the reasons for conflicts and prejudices, it is not enough to appreciate the interdependence of racial ethnic, religious, and class groups These experiences should result in changes in attitudes and the development of a concern and responsibility for individual participation in obtaining solutions which tie into the democratic way of life The individual should be conscious that he is an integral part of one world" and should contribute a share in making it a happier, richer place for all

SUGGESTIONS FOR USING THIS UNIT

This resource unit was prepared to assist the teacher in planning a learning unit It was developed for the purpose of giving the teacher a broad picture of the field of intercultural education At the same time, we have narrowed the scope to the ramifications of some of the most pertinent and persistent conflicts and prejudices of

[1] *Ohio State University, Problems in Intercultural Education*, 1945, p 14

dices facing people in local and national communities today It is important that the teacher acquaint herself thoroughly with the various aspects of the problems The preface to this unit contains a bibliography of some of the materials available for this purpose

As a word of caution, the committee suggest that, in areas where prejudices are deep-rooted and near an explosive stage, patience and tact be used in introducing this unit. Our purposes are not to break down attitudes and behavior patterns, but to promote democratic values by sensitizing students to prejudices, and by teaching students to use intelligent methods in analyzing problems

The first step in presenting this unit to a class might be for the teacher to give students an overall view of the scope, including the definition of clarification of such terms as culture, race, ethnic, prejudice, conflict, nationality Also, a few activities could be introduced at this stage We suggest the possibility of a movie, as "If a Boy Needs a Friend" or "It Happened in Springfield." (See film bibliography) If a movie is unavailable other initiatory activities may be used.

The teacher pupil planning period should follow and continue until the pupils have a clear understanding of the scope of the unit. (The pupils should have an important part in determining the scope of the teaching learning unit) During this period, the pupils should develop and define the purposes of the teaching unit which should be in keeping with the needs, interests, and problems of pupils, individually and collectively The students should, also, see the possibilities of activities in which they might engage, and of experiences in which they might participate so as to realize the expressed purposes

The developmental stage of the unit, in which the pupil will read for knowledge, engage in activities, and develop projects, requires the major portion of time alloted to this unit. Should students desire to work in small groups, the unit could be divided into four main parts—racial, ethnic, religious, and social economic groups. From these groups individuals could follow interests of

importance For example A person of Italian ancestry might be interested in examining the contributions to American culture made by Italy, a person who enjoys music might wish to collect Negro spiritual recordings, a member of the Methodist Church might wish to discover the origins of his particular denomination, a person interested in our Pan American neighbors might wish to collect products obtained from those countries These individuals would report to their groups and the groups report to the class as a whole from time to time at the teacher's discretion During these larger group meetings we suggest that the emphasis be placed upon the interdependence of cultural classes—how each group has been enriched and strengthened by the contributions of the others

For a unit of this type we feel that several good culminating activities should be undertaken In these culminating activities the student should show a deeper understanding of minority groups and the contributions which these groups have made to us To summarize this unit, we suggest that the student

1 Choose a minority group in which he is particularly interested and prepare a scrapbook centered on some phase of life of this group For example the life on an Indian reservation or a survey of art music and literature of the Mexicans

2 Organize a debate or panel discussion about the various problems minority groups present For example

A Assimilation of too much of the culture of other races is breaking down our American way of life

B All cultures should be recognized and evaluated to insure the true practice of democracy

PURPOSES

1 *To break down as many existing barriers as possible by examining the origin and relative prevalence of racial, religious, and social economic differences*

To illustrate, it is commonly believed by all white people that they are superior to races of other colors. Recently through studies in biology, anthropology, and sociology, a challenge has been offered to their view.

2. *To create a respect for differences among peoples by developing an understanding of other cultures and by deepening our sense of appreciation for the contributions of various groups to our way of living.*

To illustrate, teachers should point out that all factors in our lives are not originally American, and that only through appreciating the different contributions of all races can variety be maintained in our way of life.

3. *To stimulate the development of a "one-world" attitude through an understanding of the interdependence of all nations, and the ways in which the contributions of each nation may be utilized for the enrichment of all.*

To illustrate, all nations may enjoy music and all nations listen to the music of other nations, and thereby enrich the lives of all. By a mingling of cultural groups, the interchange of ideas, views, and beliefs will make for a more educated person. Segregation of minority groups produces narrowness and a limited view of life.

4. *To develop within our students a deeper sense of cultural similarities by emphasizing the basic likenesses of all people.*

We should stress here that all people are fundamentally alike in their desires for life, liberty, and the pursuit of happiness. We should point out that all groups wish to be friendly if only they are met half way, and that all groups will help make a better world if given a chance.

5. *To develop an understanding of the reasons for conflicts and prejudices in our community and in our nation by exploring the conditions which lead to clashing ideologies and by evaluating these conditions.*

The teacher should try to show the student how conflicts and prejudices have arisen and why they have been allowed to grow An attempt should be made to show in what respect ideologies differ and in what ways they may be reconciled The student should be allowed to analyze these situations and draw his own conclusions through critical thinking

6   *To suggest some possible methods of reducing or eliminating group conflicts and prejudices by cooperative action based upon intelligent thinking*

In realizing this objective the teacher must be very tactful in stimulating the student to action We may wish to have the student do something constructive to eliminate some of these conflicts, but we want it done in the right way We are not seeking to change things radically, we want to bring about gradual changes that will be lasting and that are based on proper attitudes developed within the individual

7   *To awaken a sense of individual responsibility for the solution of problems of intercultural relations that arise in our community and nation by emphasizing the values essential to the democratic way of life*

We should attempt here to impress upon the student s mind that he is a member of many groups, but that group action is merely a reflection of individual thoughts views, and opinions We should try to show that individual action is important in determining group action

8   *To develop an appreciation for the contributions which the minority groups of our nation are making in the fields of sports, music, medicine, etc*

Television has brought into the American living room a host of admirable and successful individuals belonging to minority groups We are prone to remember and teach outstanding people as famous as Einstein, George Washington Carver, and Dr Ralph Bunche, but it is very possible that we may be more successful in easing prejudices if we become enthusi

astic with the students over Willie Mays, Roy Campanella, Marian Anderson, Nat King Cole and the large number of other quite socially acceptable and highly successful representatives of minority groups whom they see and hear almost daily

OVERVIEW

Definition of Culture

The word culture may be defined briefly as learned behavior It includes attitudes, prejudices, fears, beliefs, customs, superstitions, laws, habits, and social institutions that groups have developed through living together With the exception of hereditary traits and natural environments, all forces which shape an individual's life and personality are a part of his culture The cultural group to which a person belongs regulates his behavior and directs his daily life It determines the food that he eats, the clothing that he wears, the language that he speaks, it determines his occupation, religious beliefs, political loyalties, and in large, his social and economic status Civilization is the first stage of culture, refinement the last

Overview

In the United States, cultural groups may be classified under four main headings which overlap and, in many cases, become intermingled

1 *Racial Groups*

There is no such thing as a pure race due to the interbreeding of various racial groups over countless centuries of time However, for general purposes, a race may be defined as a group which has distinctive physical traits transmitted by heredity Skin pigmentation or color and form of the eyes does not necessarily serve as a criterion for distinguishing racial groups. As an example, the color range of racial groups is very wide with many groups, whites being darker than some groups of Negroes

Other than the dominant Caucasian or white race, the Negroid (black), the Indian (red), and the Mongoloid (yellow) are the groups which contribute to the intercultural problems in the United States—the Negro contributing in a large measure, the Indian and the Oriental to a lesser degree

The Negro, as an American   is a member of a cultural group exerting its influence over all sections of the nation. The Negro is not confined to the "deep South," but is prevalent in most urban and industrial sections of the nation The Southern and Eastern Shore sections of Maryland have the largest per centage of rural Negroes, all urban and industrial areas are inhabited by this racial group   With the exception of Bel Air community, most Negroes in Harford County are confined to the southern section

The American Indian is, at present, confined primarily to the reservations west of the Mississippi His contributions to the names of counties, towns, and rivers are very evident here in Maryland as well as throughout the nation

The Orientals, composed chiefly of Chinese and Japanese, are concentrated in the Pacific Coast states with small groups located in urban areas of other sections

2 *Ethnic Groups*

Ethnic groups are divisions within a race or nationality group In general, they may be classified as (a) Northwestern Europeans —Germans, Scandinavians, Irish (b) Southeastern Europeans —Czechs, Poles, Greeks, Italians, Slavs, (c) Central Europeans—Mexicans, Cubans, and (e) Hungarians, (d) Latin Americans—Mexicans, Cubans, and (e) Orientals—Chinese, Japanese, Filipinos

For the purposes of discussing ethnic group differences, a dis tinction is made between the comparatively old stock Americans and the New Americans" composed of foreign born and first generation descendants who impose a situation full of difficulties in making mutual adjustments "Many minority groups suffer dis abilities in social, economic, and political life that they have no sense of belonging to the larger groups and, as a result, tend to

remain adjacent, homogeneous, self-contained neighborhoods"[2]

New Americans are not confined to any one section or locality However, the South and Rocky Mountain sections have the smallest percentage Urban communities are marked by a greater density of "New Americans" than are rural areas

In Maryland, approximately one-twentieth of the total population is foreign born When first generation descendants are added, at least one person in ten is a "New American" Approximately 90 percent of these live in Baltimore City and the metropolitan area The greatest percentage of these are German, Polish, Italian, and Russian Harford County has relatively few foreign-born Americans Most of these are confined to small areas such as Czechs in Belcamp and Italians in Havre de Grace

3 *Religious Group Conflicts*

"Religion is a primary determinant of a people's culture Dealing as it does with the deepest convictions concerning the meaning and value of human life, religion affects not only standards of conduct but also everyday patterns of behavior"[3] Even though religion is primarily a personal matter, many people are unwilling to concede this freedom to other groups whose method of worship or beliefs differs from their own In this way many of the interfaith problems are created

For our purposes in this unit, religious groups may be divided into two categories, first, the Protestant, Catholic, and Jewish groups, and second, special sects as Mormons (Latter day Saints), Jehovah's Witnesses, "Holy Rollers," Amish, and Friends (Quakers), whose cults or beliefs differ so widely from other groups that they have at times been subjected to ridicule or persecution As an example of this latter group, a southern sect once made the headlines of the nation's newspapers by the practice of handling poisonous snakes as a test of faith These sects vary widely throughout the United States, and, as a rule, are peculiar to certain localities The Mormons have the largest

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[2] Vickery and Cole, *Intercultural Education in American Schools,* New York, Harper & Brothers, 1943, p 14

[3] *Ibid.,* p 158

membership of this group with over one half million followers, confined mainly to the State of Utah

Protestants, Catholics, and Jews all have their roots in the Israelite religion, the original monotheistic concept The Christian group, who differed with the Jews over the teachings and character of Jesus, developed into the Roman Catholic Church which, from its beginning, has been an authoritarian type in that it is built upon a hierarchy from the Pope to the priests Protestants began the process of breaking away from the Catholic group about the year 1500, and due to its experimental nature, which allows greater freedom in individual religious interpretation, this movement has grown into many denominations and sects

In the United States, the majority   of all Jews in America live in New York City, the rest are scattered, principally in the larger urban communities, throughout the nation The southern states are predominantly Protestant, other sections are divided between Protestants and Catholics

Religious groups follow nationality patterns rather closely Southern Germans, Poles Italians and Irish are Catholic, North ern Germans, Scandinavians English, and Scots are Protestant, Greeks and Russians are Eastern Orthodox, Turks and Syrians are Moslem

4 *Social Economic Conflicts*

Social and economic groups are so closely interwoven that separation, in most cases, would be impossible Most social groups are founded along economic lines, therefore, it is logical that the two be linked People who work together in manual labor or in the professions tend to think along similar lines, they have interests in common desire the same goals, have similar prejudices and as a result form social groups

In the field of economics, man is primarily concerned with security—freedom from want Practically all his actions are directed toward improving his position, and the conflicts that ensue result from the competition for larger incomes and im proved housing The case against the Negro, the case against the

Oriental, the case against the Mexican and the immigrant can be boiled down to the fear that his presence will threaten the security of the dominant group in that community. This is also the case that labor has against big business—fear of losing its security, fear that its share of the total wealth is insufficient to meet the demands of living. Unemployment, depressions, accidents, sickness are economic risks constantly facing the individual. Most of his prejudices are directed against those who have thwarted, actually or imaginarily, his progress along the road to security. The stage of an individual's progress along this road determines his total behavior—his culture. Remove the threats to the security of an individual and the foundation of conflicts and prejudices will be removed.

What are the class conflicts which arise in the United States? The most common problems arise from the differences in income and occupational status. These include labor versus capital, "white collar" workers versus the trades, the farmers versus the urban workers, landowners versus sharecroppers. Other types of social organizations are the Daughters of the American Revolution, the First Families of Virginia, etc., which are based upon a vague kinship of ancestral lineage. Similar to these are the "Social Register" group and the "blue bloods," who base their organization upon a feeling of superiority over the common social classes.

SCOPE

A. Examination of the Origins and Relative Prevalences of Racial, Social Economic, and Religious Differences

Each one of us needs only to look about in the most cursory manner to become acutely aware of sources of conflict directly concerning him, either in relation to his private life, his community's welfare, or his national well-being. The voices of minority groups in conflict are ringing in stentorian tones, and it becomes a matter of primary importance that we attempt to weld those dissenting groups into an integrated whole which will

enable us, as Americans and as world citizens, to preserve the democratic ideals in which we believe and to direct our actions into such a path as will raise our domestic standards and those of the world of United Nations

Prejudice and conflict stem from two sources—emotions and lack of knowledge within certain areas We believe that by arousing in our students an awareness of the rich cultural heritage that is America's, by emphasizing the interdependence of the heredity of any one group upon another, and by teaching the practice of everyday rules for democratic living in areas of established conflict and prejudice we can reduce to a large extent much of that contention We believe that by the day by day exercise of methods of intelligence in dealing with these problems, we can bring our students to, if not logical solutions, an open mindedness in intercultural relations, both as individuals and as citizens in a democracy, which will develop to a high degree the "one-world' attitude upon which our individual and national security depends

In examining the sources of racial ethnic conflicts, we discover at least four "sore spots," the Negro problem in the South, the Japanese problem in the West, the Mexican question in the Southwest, and the Indian problem in certain areas The trend of the majority groups in dealing with these smaller ones shows itself in concrete fashion As employees of the majority group, they are paid less than white workers for the same type of employment, they are the first to suffer during periods of economic contraction, and the last to benefit during periods of expansion, while they are entirely excluded from certain professions and trades Even some labor unions will not admit them to membership Each racial minority group in the section in which it is a sizable element suffers from educational opportunities vastly inferior to those of the white children in the same area. In any section where a minority group is large enough to gain attention, the illiteracy rate will be a high one

Hand in hand with poor educational and vocational opportunities goes the housing situation The group considered socially

undesirable by the numerically superior one is relegated to the most isolated, least desirable sections of the district where low standards of living contribute largely to a corresponding increase of disease, low morals, and other undesirable characteristics

Immigration restrictions constitute another example of prejudice, which we justify largely on economic grounds, but which nevertheless shows the influence of basic prejudice. While the United States has not openly supported the "master race" theory as personally applied to ourselves, we have certainly cultivated the superior inferior group theory to a degree surprising, no doubt, to a novitiate in the realm of democracy. True, we do accept emigrants from other lands most nearly resembling us in anthropological and cultural traits that somewhat approximate our own, but when physical or cultural differences are evident, we are apt to eye them askance, or, at best, accept them in a patronizing and ingratiating manner. Yet unconsciously, have not many of our most cherished customs been adopted from these same peoples? Our Christmas trees and stockings, our folk dances, our furniture, our school system, our language, our favorite symphonies, our architectural styles, our scientific theories—an endless array of contributions, from minute details to basic theories we have calmly accepted as our rightful possessions, entirely forgetful of the fact that they are the result of the "melting pot" process by which America was evolved

Religion figures prominently in the life of the average American, in fact, it has been a fundamental part of the family unit since its earliest beginnings. The creed of nearly all religious groups contains some firmly stated concepts of brotherly love and indiscriminate respect for all human beings, yet our history abounds in persecutions of a most intolerant nature from our nation's beginning to the present day growth of antagonism toward the Jews. The Protestants form the majority group in our country, with the Catholics accounting for the next largest number and the Jews the next. Smaller minority groups include the members of the Eastern Orthodox Church, the Moslems, the Buddhists, and countless Protestant groups of com

paratively small numerical importance Both the majority group and the minority groups have been guilty of discrimination The Protestants discriminate against the Catholics, the Catholics and Jews against the Negroes, and so on, regardless of the meaning of the doctrines they profess In our own profession this antagonism becomes evident In many towns and cities, the religious affiliation of an applicant for a teaching position is the first criterion of the candidate's eligibility The same prejudice is found in the business world--a Catholic firm will give preference to a Catholic stenographer, a Gentile will make his purchases from another Gentile rather than a Jew where there is a possible choice Probably very few of us have ever stopped to analyze the justice or the reasoning underlying such a carry-over of religious prejudice to our work-a day world, nor have we felt the possibility of being a loser by our so doing Surely natural ability and training are more important criteria for evaluating our business associates than their religious beliefs

In every war, minority sects such as the Quakers, the Mennonites, and the Amish become objects of scorn by the majority because their religious beliefs are incompatible with the laws of the state Specifically, they do not believe one nation is ever justified in taking up arms against another nation The conflict here is a difficult one to solve, but the question arises as to whether there is not a conflict on the part of both parties Surely a person who in times of peace strives with all his might to be a worthwhile citizen and who is devoted to the American way of living does not find it easy to run the risk of being forced to surrender that way of life to a despotic ruler of another country It is doubtless as severe a test of the strength of his faith as the physical tests our armed forces face

The Ku Klux Klan is probably the most flamboyant organization attempting by open aggression to force minority groups to disperse or be eradicated Is there anything democratic in wanton destruction of property, in terrorism, in shrouded forays against helpless victims? Can we, as believers in the four freedoms, hope to reduce prejudice and intolerance by any such undemocratic

activities? Have such organizations by these methods ever succeeded in attaining the aims which they professed?

A third source of conflict arises from class distinction as defined by varying social economic situations. In a society as complex as ours, it is inevitable that systems of rank do arise. The boundless natural resources of America coupled with the achievements we have attained in the scientific and economic world, and the individual liberty which exists in a democracy have enabled us to create a nation distinctive in many phases, and one of these is in the complexity of the social problems arising. To be an ingredient of the "melting pot" is an advantage, since we automatically absorb some of the flavor of the other constituent parts, but there are always those degrees of flavor not to our liking. To keep the pot bubbling without boiling over is an immediate concern of ours today.

Social problems arise in a half dozen major areas. The dominant one today is the conflict between labor and capital. In a nation founded upon the principles of rugged individualism and free enterprise, it was inevitable that economic attainments should differ greatly. The story of our progress from an agrarian economy to a capitalistic one contains the complete picture of the transition from individual economic independence to almost total interdependence. How clearly the economic security of any one so called class depends upon that of another is shown in almost any strike.

For years the anthracite coal miners in Pennsylvania worked long hours at low rates of pay under the most dangerous of working conditions, resulting in a notoriously high death rate from accidents. Did their plight attract any attention or sympathy from the thousands of consumers dependent upon their coal production for heat and light? Can we censure them for hailing as their savior a leader who promised to alleviate their conditions in return for their pledge of loyalty, and who kept his promise? Problems of capital versus labor can only reach a solution emanating from the respect and consideration of one group for another.

America has divided itself into three main social groups in the

course of her history—rural, small town, and urban In each of these groups, we find social subdivisions In the rural districts, we find the landowners and the financially successful farmers on the one hand, and the tenant and the squatter on the other In small towns, there are the people who live in the big house the "old families," and those who live on the "wrong side of the tracks" In the large cities, the financial or social "big wigs," the smaller business and professional men, the artisans, and the "slum dwellers" each constitutes a distinct social stratum

Occupational divisions are just as clearly drawn What is the situation in the average industrial plant? Personnel workers peer down their noses at the assembly line, riveters gaze in awe at the "big bosses," the civil engineer walks surrounded by an aura of impenetrability In a building project, the masons do not deign to notice the pick and shovel gang, the draftsmen consider the artisans beneath their notice, and the architects associate with the draftsmen only as an inevitability in the actual completion of the project upon which they must rely for compensation for their efforts

Likewise, in towns fringed by rural areas, the townsman sneers at the peculiarities of the country hicks," while the "hayseed" ridicules the "city slicker' as a dandy and a sharpster Each is proud of his own cultural advances and rightly so—pride in achievement is an essential to successful living The weakness in these attitudes of one cultural group toward another is the failure to appreciate the others point of view—the variety in the stand ards which underlie the aims of each particular class As a result, each group insists on acting independently in his community instead of using to its greatest advantage the increased force which the concentrated activity of the combined group could have

Within the boundaries of our country there is another angle to social economic clashes With the Civil War nearly a century behind us, the North and South are, in the main, still very con scious of the Damn Yankee" and Rebel" aspect on controversial issues Easterners are inclined to picture Westerners as bow

legged cowboys toting 38's, engaged in continual rodeos or drunken revelries The "Beacon Hill" inhabitants of Boston, along with New Englanders in general are still characterized by taciturnity and reluctance to associate with the other members of the thirteen original colonies in the minds of the latter Much of this sectional feeling is noticeable only in surface relations of little import, yet the maintenance of such an attitude toward our fellow citizens is not contributing to a desirable cohesion which is sorely needed by the United States as a whole at this critical time

The contributions of all of these groups, be they racial, religious, or economic are evident in all our spheres of living All races of men disclose their brotherhood by their anatomical similarities, each should use to advantage the natural distinctive traits of the other The elements comprising the basis of nearly all religions are startling in their similarity, and the fact that the need for a religion seems to have been an innate characteristic of mankind in general should go far toward persuading every individual to respect the religious convictions of others In a long and often unpleasant session in the school of experience, we in America should have learned that social and economic attainments are of an ephemeral nature The man who is on the top rung of the ladder of economic success today may topple to the ground tomorrow For that reason such attainments should be accorded a place very secondary to the achievement of a truly democratic way of life in which each citizen feels a definite sense of responsibility for his fellow citizen in the interest of the greater good for the whole world.

B Development of a Sense of Interdependence Among the Various Racial, Religious, and Social Economic Groups

At the present time many nations are continuously engaged in attempts to bring a lasting and satisfactory peace to a world threatened with destruction and oblivion should they fail. The United States, as the nation emerging from World War II with the best opportunities for the earliest reversion to peacetime living conditions, and as the nation farthest removed from the scene of

conflict, and hence, apparently in the best position to view questions of controversy most impartially, has a dominant role to play in the peace conferences Upon the outcome of these peace settlements depends the very future of mankind [1]

Present world conditions have made one factor clear above everything else—the world is no longer composed of seven continents, five oceans, and seven seas, it is one neighborhood, and our neighbors are the members of all the races and nationalities in the world This is only a larger view of the circumstances under which America was conceived, which should give us a distinct advantage in the successful integration of the world as a whole On the other hand, when we realize how greatly we have failed to live together peacefully here in our own country, we see at once the necessity for stimulating an increased respect for the racial, religious, and economic differences of the people by whom we are surrounded, so that taking our place in the "One World" that is now a necessary concept for survival will be an easier task A deepening of the consciousness of our sense of the interdependence of various groups may be a contributing factor to this ideal

During periods of national stress contention is summarily suppressed, almost intuitively, each group seems to realize that it is a question of presenting a united front against our enemies or experiencing annihilating defeat However, in the aftermath of the conflict, all the suppressions rise rapidly to the surface of our attention, and we must relearn the principles of cooperative living

Today, we may regard science as the outstanding field of development in the world, and scientific facts may be of assistance in bringing to our attention the interdependence of the world population Certainly science has brought biological and anatomical facts to light which should make us conscious of the similarity, rather than the difference between ourselves and others True, the color of our skin may vary, as may the texture of our hair,

[1] It is quite obvious that the contents of this unit would be changed by the teacher to meet current developments

the shape of our nose, the color of our eyes, but all races have
the same relative physical strength and weakness, and the shape
of one's head is no limitation on the quality of the brain housed
therein There are four types of blood, we learn, but they are all
common to each of the races Indeed, we speak of four distinct
races, but there are many regions where the original types have
intermingled to such an extent that racial classification would be
impossible In the matter of ethnic groups the fusion is even more
complete—if you pride yourself on English ancestry, consider that
history shows that the Phoenicians and Greeks intermarried with
the Romans, who campaigned in the British Isles, that the Mon-
gols and the Tartars and Huns left their descendants throughout
all of Europe, and these same descendants later invaded England,
that thousands of Negroes have been brought into Europe at
various times and have been absorbed into the European popula-
tion, and then define your English ancestry The same holds true
for all European countries Our task is to make our heritage a
social advantage in the light of the desirable characteristics which
it has been our good fortune to inherit.

Most of our surface differences arise from environment, not
from our racial inheritance "Learned behavior" accounts for
differences in customs rather than race The Chinese do not live
in straw houses with no plumbing because they are yellow-
skinned—their economic and scientific knowledge is simply less
advanced than ours Besides, many white people live under the
same conditions in the midst of a highly developed living stand-
ard. Educational opportunities are very important in social-
economic differences The "hill billy" of West Virginia's moun-
tains, removed to an urban section with the average facilities for
daily living will develop an IQ comparable to that of his school
fellows Intelligence tests have proved that Negroes and whites
have the same range of IQ s where educational and economic
conditions are the same.

One question which should arise in the minds of those who
classify themselves as "superior" (and who of us does not?) is
"How much are we robbing ourselves by our prejudice?" When

we realize to what extent we have gleaned so much of our make-up from the multiple sources of the generations preceding us, should we fail to imagine how much better rounded our personalities would be were we to develop that intercultural inheritance to the greatest possible extent in our own and subsequent genera tions? We freely admit that we have garnered our bases in art from European masters, in music from both European and minority groups in our own country, in literature from the ends of the earth, in science and mathematics from all scientists since the days of Euclid, regardless of any social or ethnic boundaries —in every field in which our interest may lie, we depend upon the results of efforts on the part of someone whose contemporary we may scathingly label "foreigner." In a broad way, we, who like to boast of being "unprejudiced" will indulge in generalizations concerning our beliefs in the four freedoms—the question is, "Do we really put these concepts into our daily living?" Do we concede that the soap-box orator on the corner has a right to express his views regardless of their value in our opinion? Do we greet with the same cordiality the bank president and the charwoman? In the schoolroom, do we treat with the same respect the son of the school board president and the tenth child of the migrant "hill billies" whose wandering course has set him in our midst? Are we aware that each of these has a definite contribution to make to our classroom? That the vagrant child may have an innate sense of rhythm or a sunny disposition that will enable him to derive a great deal more satisfaction from life than the young-ster from a higher economic status? That he may contribute to the history class knowledge gained from an itinerant existence of which the children of more settled parents can only read from textbooks? The same lessons may be applied to our world citizenship responsibilities Because we shudder at the word "communism," should we completely ignore the beneficial knowledge to be gleaned from the Russian experiments in that field? Certainly we cannot ignore Russia's role in the play of world powers, is it not better then, to arrive at our conclusions concerning her politics by intelligent thinking based on facts, rather than by

prejudice against a school of political thought differing from our own? There is little doubt that Russia has made great strides in the erasure of ethnic barriers, great improvements in the standards of living conditions for many of her people, and great advances in educational opportunities for the masses Are we not all striving for the same ideals by different approaches? Would we not be wise to benefit by studying the results of the various experiments other countries are making in the fields in which our interests lie, on the theory that all men are fundamentally alike, rather than ignore them completely because of opposing ideologies? Benjamin Franklin was asking a pertinent question when he said, "Abuse of speech ought to be suppressed, but to whom dare we commit the care of doing it?" The same principle applies to all of our freedoms, equally well in everyday contacts and in our national and international problems

Religious conflicts should be accorded the same degree of consideration Both at home and abroad, Catholics and Protestants preach the brotherhood of man and practice fraternization which includes *only* those of similar faith Both are concerned with the spread of Christianity, yet each strives to convince others that the path toward that goal is a narrow one indeed, bounded securely by specific tenets and ritualistic practices Again we may point to World War II as presenting the opposite side of the picture—individual creeds and professions of faith became nonexistent in times of stress The chaplain who stated that there were no atheists in fox holes, if pressed for details, might have added that there were no Methodists, Presbyterians, Catholics, or Hebrews either, there were only thousands of young men, supplementing their physical limitations by an indestructible belief in the power of God

Religion is the object of attack in all totalitarian states Newspaper headlines of war-torn Europe made this evident. "Protestant Preacher Held in Concentration Camp," "Nazi Storm Troops Join Mobs in Burning of Synagogues," "Vatican Paper Suppressed by Mussolini's Order"—these are only samples of the venom expended by the dictators in their efforts to gain control of even the

spiritual allegiance of their subjects Americans were quick to voice their criticism of these high handed actions of the enemy, but, if we examine our own course of conduct, have we not been guilty of similar religious prejudice? More important still, would we not be much more influential, much more powerful as a religious force, if we should begin to stress the similarities among the sects instead of the technical differences? The Protestant group is the majority group in our country The Protestants are an outgrowth of the Roman Catholic Church In form and precept, the early Protestant churches closely followed the Mother Church, except in its secular views As for the Jewish religion, can we disclaim our intimate relation to it, since we both depend upon the tenets of the Old Testament for our religious foundations? Why, then, should we not respect the beliefs of those to whom, upon honest reflection, we are fundamentally related? It is not necessary for us to accept their stereotyped ritual, it is not essential for them to conform to our particular form of worship, but it is increasingly important that we respect and treat with consideration all of those people with whom we associate as individuals and as citizens in a democracy In so doing we shall be taking a big step forward in the progress of the human race

Perhaps the most forceful issue of all with which we are confronted in daily living is that of social economic differences In the early history of mankind and in our own annals, the interdependence of economic factions was relatively unimportant, because in the earliest stages of each nation's development, every family unit was, for the most part, entirely dependent upon itself to supply its own needs in accordance with its ability As each nation grew, its development was marked by an increasing dependency of its population upon each other The best cobbler made shoes for his neighbor who, in turn, supplied him with flour for his bread, the best weaver in the neighborhood made garments for his neighbors, who, in exchange, supplied him with necessities of life which they were best equipped to secure This concentration of ability in a certain field has grown to such an extent that today we have a tremendous world organization of

resources, labor, capital, and management. Under normal economic conditions, the average person has little or no conception of the interdependence of himself and his fellow man and the rest of the world. World conflict impressed upon us the far-reaching extent of our dependence upon others. Bananas, rice, sugar, silk, coffee, china, silver are just a few of an endless list of articles which made the word "shortage" a household term in every corner of our land of plenty.

Within our own boundaries also, we have been made definitely aware of the interdependence of all groups, majority and minority alike. When railroad engineers declared a work stoppage, in two days industry was paralyzed and the economic existence of every citizen threatened. A strike of coal miners may mean physical discomfort and actual suffering in the home of every householder. Labor and capital have no choice but to learn respect for the other's position on any given matter, for failure to do so on the part of either faction results inevitably in financial loss to both sides. For years, capital held the upper hand on all controversial matters; today, labor is trying desperately to maintain the grip it has gained on capital. Each faction is striving for the same end, each can reach its goal only by looking at problems which arise from the other side's viewpoint; each must be vitally concerned in the welfare of the other.

In rural urban problems, the situation is fundamentally the same. The farmer today is dependent upon the machinery created on the assembly line of the big city factories for the production records he has achieved. The rapid increases in urban populations increases the dependency of the bulk of our citizens upon the high productivity of the farmer. In every aspect of our daily life we see, upon close scrutiny, the highly intricate and inextricable meshes which have been formed as a result of the complex industrial economy of which we as a nation are so justly proud. To us remains the task of so adjusting our individual attitudes that this economy becomes an instrument capable of producing for every human being involved a fuller and richer life, rather than unwilling enslavement. In a democracy, above all

other types of government, this final evolution is the responsibility not of the few, but of each and every citizen The necessary changes must emanate, not from the White House desk nor from the halls of Congress, but from the dooryards and over the back porches in our local communities Having succeeded here the United States could take its place in the circle of the United Nations, secure in the support of all the racial, ethnic, social, and economic groups both at home and abroad, a leader in the maintenance of a fair and lasting peace among mankind One final sobering thought which we can well afford to bear in mind, which should add force to our convictions—is the "One-World" relationship, we are a minority group! Do we expect to be accorded the treatment which, all too often, we have meted out to our own minority voices? If we do not, the time is ripe for a rapid change in our domestic attitude toward the smaller voices in our "melting pot"

C. Awakening a Sense of Individual Responsibility

America today is threatened with discord and dissension due to the conflicts among various racial, religious, and social economic minority groups The emphasis, of course, is on the word "group" However, in a unit of this kind we must also place emphasis on the fact that individuals make up groups, and that group action is merely a reflection of individual thoughts, views, and opinions The idea should be impressed upon a student's mind that while he may be a member of many groups, he must make his presence in these groups apparent by his own individual actions Therefore, it is important that we plan with our students activities that will arouse in their minds the proper attitudes and desires that will enable them to go out into the community and do something constructively good to help alleviate some of our conflicts

By constructive action on the part of our students, we do not mean that a junior high school child should rush out into the community and change things radically This is exactly what we do not want to do We are not seeking to change things overnight.

We wish to bring about a change which is gradual, lasting, and based upon intelligent thinking and planning Our big job in this unit is to teach the child to think and plan intelligently If we can induce him to think and plan intelligently, he will then realize that as an individual he is responsible—in part at least—for the various conflicts and prejudices that exist The student will then try to do something about them to the extent of clarifying his own thinking and resolving his own prejudices

Our big objective restated is *To get the student to think and plan intelligently* Listed below are several ways in which we suggest to the teacher how this may be done

1 *Through group discussion get students to analyze and evaluate critically their beliefs and attitudes*

In the approach to this phase of our unit, tact and consideration must be used A discussion of a student's beliefs and attitudes must be approached as calmly and as objectively as possible If, as teachers, we arouse the emotions of our students too much, we will defeat our purpose and no progress will be made

To illustrate If we begin with the attitude that we are going to criticize beliefs, we will immediately create a superior attitude on the part of some students who feel that their beliefs are above criticism Also we will create an inferior feeling on the part of others that their beliefs will be rejected immediately This unfortunate situation can lead to nothing less than an increase in dislike and disrespect for the beliefs of others

We should create a wholesome atmosphere which implies that we are going to analyze the beliefs and attitudes of all, in order to see which ones are valuable in the lives of students, which may be revised and improved, and which may be completely discarded We should point out that no one group is going to be "picked upon," but that the beliefs of all are going to be surveyed We must proceed very cautiously in these discussions so as to

impress upon our students that they must weigh carefully the values of various beliefs and attitudes We must be sure to state again and again that our objective is not to criticize but to scrutinize the beliefs of all and to gain insight into them If we can induce our students to approach the situation in this way, we have then started them on the road to intelligent thinking

For example, we may take the various religious and political beliefs of students and list them John may believe that Democrats favor big business too much Jim feels that Republicans are not getting enough recognition Bob may feel that religious leaders should have a voice in government, but Jane feels that Church and state should be separate These and many other beliefs and attitudes should be analyzed to see if one is not too prejudiced or if harmful views are not being entertained The teacher should create a willingness on the part of each student to state his beliefs and calmly consider and discuss them

Through this interchange of views and opinions, the student can possibly be led to think intelligently about all beliefs and attitudes When the student understands why certain beliefs are held and how they arose, his respect for his own beliefs and those of others will surely increase The teacher should not try too hard to change any belief all that should be attempted is the creation of a willingness on the part of the student to subject his beliefs to analysis Whether the student makes changes in his own beliefs or not should concern the teacher little The points to be emphasized are that the student has been willing to examine his beliefs and those of others, and that he has realized through intelligent thinking that each person has a right to believe as he pleases as long as he respects the beliefs of others and is willing to analyze his own

2 *Enable the student through an understanding of others, to place himself in the position of others*

   This objective, of course, is not an easy one to reach. However, if we have enabled the student to subject his beliefs to analysis and to respect the beliefs of others, then

we can help him to place himself vicariously in the position
of others We should try to show the student that if he had
been in circumstances similar to those of the person criti-
cized, he would have acted in nearly the same way

To illustrate We can think of students who are not too
clean personally School children can make life miserable
for another child who is physically unclean However, if
those students who criticize can be led to analyze this per-
son's home life—cramped living quarters, no bathing facili-
ties, no privacy, perhaps overburdened parents with too
many other children to worry about—then he can see that
had he been exposed to the same type of environment,
perhaps he, too, would have come to school with unkempt
hair, dirty neck and ears, wearing soiled clothing The child,
thus placed in the position of others, will not be so apt to
criticize what he would have done himself, for no one will
criticize himself unjustly If he has done this, perhaps the
child can find some way in which to make school life more
pleasant for the other child

If the teacher can help the student improve the relations be-
tween individuals of the class, then he can go on—tactfully—to
try to eliminate class groups and cliques In all classrooms there
are divisions among students Town children gather in groups
and look down their noses at rural children Rich and poor tend
to gather together and snub the members of opposing groups
whether they are urban or rural This is merely stating the age-
old conflict between those who have and those who have not,
whether it be money, ability, friends, or other human needs and
values

The unfortunate aspect of this situation is that there is very
little intelligent exchange of views and opinions among the
groups No group is enriched by the contribution of others, none
is stimulated by the views of others, none understands too well
the problems of the other groups The teacher's job, then, is to
arouse in the students' minds a desire to know something about

the problems, beliefs, and reasons for actions of the members of the other groups

The good teacher will try to bring about better relations between groups By intelligently analyzing the circumstances of all groups, by intelligently comparing beliefs, views, and opinions of all groups, the teacher can reach a common ground upon which all students meet The possibilities of better intergroup relations are infinite Now friends, whose influences on one's life are immeasurable, can be made The more well to do students who have not been concerned with the poor may become socially conscious and resolve to help minority groups in small ways, as well as large By breaking down barriers such as these between class groups, we are breaking ground for the removal of racial and national prejudices By making each student conscious of the fact that he, as an individual, has a part to play in improving relations between groups, by impressing upon each student that he must help in breaking down barriers by individual action, we can bring about a more complete understanding of the life, desires, beliefs, and attitudes of conflicting minority groups and thereby enrich the life of all

3 *Help the student realize that minority groups have much in common with the majority, as well as distinct differences*
   Both sides of this question should be touched upon We wish, of course, to stress that all peoples help to make a world culture However, we would be foolish to deny that there are distinct differences between groups The value of these differences should be emphasized The teacher should try to give both sides of this question It is only by looking at both sides of a question that a student can be led to think intelligently

A fact which most students do not realize is that all people— even minority groups—have much in common The teacher should attempt to show that all groups are seeking to know God, are devoted to their families, desire some form of recreation, wish to get along with others, are striving to lead better lives, etc The

student can be led to understand, for example, that members of other groups are eager to be friendly if only he will meet them half-way. The student by thinking intelligently can be made to realize that minority groups pay taxes, are interested in better government, and will help to improve community differences if only they are given a chance to help.

We as teachers should try to get the student to understand that people are basically very much alike, that their differences can be overcome, and that there is such a thing as a brotherhood of men. We must, of course, say a word about differences in language, customs, dress, physical appearance, etc., of minority groups. The teacher can lead the student to believe that these differences can be overcome by creating upon his part a willingness to understand these different groups. The student can be shown that these differences contribute much to our own culture that is good. The student can be led to see that fundamentally all men are alike, but that differences are necessary to give variety to life. By analyzing intelligently these differences, the student can see how much of the good in his own life he owes to the culture of others.

For example, in the field of music—a field in which all high school students are interested—teachers may point out to their students that jazz originated with the Negro, that Latin American rhythms contribute much to our entertainment, that there are very few good American operas, that we are indebted to gifted European composers for our best classical music, etc. If the student can realize that much in everyday life is not originally American, but has come from many other sources, he can then begin to appreciate the interdependence of all cultures.

If we can create on the part of the student an open mind that will enable him to be willing to mingle with minority groups, he will, by coming into contact with these peoples, realize the common ground on which all people stand. He will realize that their differences add to and do not detract from their personalities. He will realize the similarity between beliefs and desires of minority groups. He will see that other groups are not so foreign

to him as he once supposed. There will then develop a give and take between these groups and himself which will enrich the lives of all

The idea that we wish to get across here—that all men are human beings and should be treated as such—is very well expressed by the following speech of Shylock, the Jew, in Shakespeare's *The Merchant of Venice.*

"I am a Jew. Hath not a Jew eyes Hath not a Jew hands, organs, dimensions, senses, affections, passions? Fed with the same food, hurt with the same weapons, subject to the same diseases, healed by the same means, warmed and cooled by the same summer and winter, as a Christian is? If you prick us do we not bleed? If you tickle us do we not laugh? If you poison us do we not die . . . ?"

D. Minimizing Conflict and Prejudice

Within our country there is a widespread prejudicial attitude toward minority groups the Negro, the Oriental, the Mexican, and persons of religious and social economic differences Prejudice is most often caused by emotional factors and ignorance of the problem Thus the problem of minimizing conflict and prejudice is essentially an educational one, and can be reduced by cooperative action based upon intelligent thinking Often prejudice can be traced to distorted facts, and it is our duty as teachers to present to the student true facts concerning the minority groups We can provide experiences for the pupils which will affect their emotional reaction toward those persons of a different race, nationality, religious or economic background Students can be taught to think critically about relations between groups, to recognize racial and religious propaganda, and to apply democratic principles to intergroup relations World and civil wars, which have led to the loss of human life, destruction of property, and interruption of human services, have caused the United States to search for methods of obtaining world peace Racial groups in the U S are one of the sources of conflict

because we cannot agree on the rights and privileges these groups should have Some minority groups are a problem only in certain sections, as Orientals along the Pacific Coast, Mexicans along the southern boundary of the U S, and Jews and Negroes scattered throughout the entire country One possible method of bringing this world peace and eliminating race conflict is to assimilate all ethnic and minority racial groups in the U S into the majority culture The question is, will complete assimilation of all minority groups within the U S be in keeping with the democratic principle? The other extreme is to isolate racial and ethnic groups into segregated sections of the community This follows in part what has been done to help solve the Indian problem in the U S Certain sections in Florida and in the Southwest have been set aside by the government as reservations Here the Indians live without a great deal of interference from the outside world and practice their traditional customs and folkways The problems which arise are What proof have we that segregation and isolation will bring about more friendly international relations? Will segregation solve the problem of racial groups acquiring decent living conditions, adequate employment and wages, and equal opportunities and privileges in recreation, religion, education and politics? For example, the Jews are frequently an isolated group within the U S They live in certain sections of the city, live in apartment houses, go to certain schools, and frequent certain resorts Other racial groups within the U S are barred from some hotels, recreation centers, and institutions of higher learning and live in crowded areas with no sanitation and comforts of living Usually they are poorly paid and able to acquire only unskilled jobs

Some few southern states have adopted "grandfather clauses" to exclude Negroes from voting These states provide that any person who fails to meet the requirements for voting—ability to read or possession of property—should not be excluded if he or one of his ancestors had voted before 1867 According to the Constitution of the United States the right to vote should not be

denied a citizen on account of race, color, or sex When we allow states to deprive citizens of the right to vote because of color or race, are we helping to minimize conflict or are we increasing prejudice?

Today, due to the fact that the sections of our country and the nations of the world have been brought closer together by new and improved methods of transportation and communication, the need for intercultural understanding has become increasingly imperative No longer are we interested only in the problems of Harford County or Maryland, but the problems of the Negro, the Oriental, and other racial groups are of vital importance to us How then are we going to develop a "one world attitude" unless we understand and appreciate the peoples and the cultures of other countries? Opportunities to meet and to hear distinguished leaders of other races and religions can help break down barriers and prejudices World War II has produced the greatest mass movement of population in history "The theory of cultural democracy is not based upon a static society, but as racial, religious, ethnic, and social economic prejudices are eliminated and the size of the scientific knowledge is extended to all nations, the size of the world decreases " [4] In order to bring about a better relationship and understanding among the republics of the New World, a Pan American Union with headquarters at Washington was set up Could such an organization be set up in the Old World and establish better world relations through the two unions? Emory Reves in *The Anatomy of Peace*,[5] believes that peace can be realized only when absolute national sovereignty, which causes anarchy in international relations, gives way to a universal legal order Instead of relationships between nations regulated by treaties, they would be regulated by law In this era of atomic warfare, peace is necessary unless civilization is determined on suicide Could universal law be the answer to this?

[4] Vickery and Cole *Intercultural Education in American Schools*, New York Harper & Brothers p 36
[5] Reves, Emory *The Anatomy of Peace*, Harper & Brothers, New York, 1945

Should individuals who belong by birth to minority racial groups be free to exercise and perpetuate the customs and folkways of their group as long as they do not interfere or clash with our democratic principles? Can we learn to appreciate and understand these cultural differences and to respect their contributions to our society without reference to race, religion, social status, or the peculiar spelling of a name? Certainly the American culture is not so perfect that it could not be enriched by preserving and uniting with it the best aspects of that of minority groups According to the democratic principles on which our country is grounded, every American citizen, regardless of race or religion, has the right *to develop his abilities for personal advancement and the advancement of society* Is it democratic to grant certain rights and privileges to a select group and deny these same rights and privileges to another group? We are depriving society of their talents and contributions Very often we think of persons coming from another country as ignorant, rude people, who live in ugly homes, with peculiar customs and an unintelligible speech Immigrants have furnished much of the labor to erect our skyscrapers, pave our streets, build our railroads, and work our mines Their love for music, art, and literature has had more influence on us than we perhaps realize Have not Victor Herbert and Walter Damrosch had an influence on our music? Consider the work of Andrew Carnegie and Edward Bok We must not omit the contributions of such Negroes as Booker T Washington, Marian Anderson, and Paul Laurence Dunbar Are we in the United States so self sufficient that we cannot benefit from the contributions of the minority races?

Religion has proved to be another *source of conflict* within the United States Here we find three major groups, Protestants, Catholics, and Jews, and many minority groups Many persons look upon the religious faith of others with suspicion and are not willing to accept their beliefs As a result of conflict and rivalry between religious sects, we find the motive for the establishment of secular schools In order to eliminate conflict within our public

schools, should each religion set up its own schools? Often religious beliefs serve as a basis for employment, politics, and admission to schools of higher learning Should persons be discriminated against in the labor market, professions, and schools of higher learning because of religious affiliation? The United States was founded on the principle of religious freedom, and the Constitution states "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof" Yet during World War II many school children belonging to Jehovah's Witnesses refused to salute the flag As a result they were expelled from school Have we in our public schools taught the similarities of people, or have we concentrated on the dissimilarities? Should we develop within the student the feeling that all religions foster good and that we should respect each other's viewpoints and honor the principle of religious freedom? The church has made great contributions in the fields of art, literature, and music Can we develop within the student an appreciation of the contributions of different faiths? Members of every faith have given their lives on the battlefield for our country, and Catholic, Protestant, and Jewish chaplains have worked side by side serving men of every belief Frequently churches cooperate in holding joint services, and pastors of different denominations exchange pulpits Can better understanding be brought about through closer relationship between different beliefs?

Today in some communities weak churches of different faiths have joined together and formed a federated church Could one religion be set up which would be agreeable to all and would it be in keeping with our democratic ideals?

In a society as complex as ours, we find an upper, middle, and lower class of people Position in one of these classes may be identified by education, membership in certain organizations, type and location of home, occupation and income Today, industry and wealth are concentrated in the hands of a few Should there be different standards of living within the United States, or should we take the high incomes away from the wealthy and

distribute them to the low groups? The government is now helping citizens in the fields of relief, agriculture, conservation, health, and social security. In order to reduce social and economic conflict, could the government do more in the fields mentioned above? Government ownership and operation of industry in the United States have been limited chiefly to the post office, local water system, and the like. Would the common man benefit if the government controlled all essential services and would it mean economic security?

The interests of labor and capital have been in almost perpetual conflict. In the Johnston Green Murray "Charter," four principles to unite labor and management have been proposed (1) the right of labor to organize and engage in collective bargaining with management shall be recognized and preserved, (2) the highest degree of production and technological advancement must be constantly encouraged, (3) there shall be a national system which would protect the individual against the hazards of unemployment, (4) the right and responsibility of management to direct the operations of an enterprise shall be recognized and preserved.

Whether we are conscious of the situation or not, there is a conflict between the rural and urban districts and between the various sections of the United States. Can we in the country live without the products of the city, or can they live without our products? The same is true of the geographical sections of the United States. If we made a study we would find that each section contributed some product, the South, cotton, the North, manufactured goods, and the Middle West, cattle and grain. Are we so self sufficient that we do not need the products of other areas? In an attempt to lessen conflict, maps and charts could be made to show the source of all the products essential to life.

In this section we are not advocating that our solution will eliminate conflict and prejudice. We are merely suggesting possible ways in which conflict could be reduced, perhaps by a combination of methods.

SOME PROBLEMS IN THE REALM OF INTERCULTURAL RELATIONS

In a unit of this type it will probably be helpful to the teacher to know some of the questions which arose when we were preparing it. We are, therefore, listing briefly some of the questions that would naturally arise in considering the making of teaching units from this resource unit.

1 What are the sources of race conflict? Why are Negroes, Japanese, Mexicans, etc., looked down upon?

2 What opportunities are offered minority groups in industry, business, and professions? What are the wage scales for minority groups? Why is there discrimination in wage scales?

3 How are minority groups housed?

4 Why have we set up immigration restrictions? Does this help create a "one world" attitude?

5 Why do minority groups cling to certain customs?

6 Is there a difference in the blood of racial groups? If all racial groups are assimilated, will it destroy some of our democratic values? Would culture improve or not through assimilation? Should we preserve some racial differences or try to form one pattern for behavior?

7 Why do we have a Protestant and a Catholic Church? How do they differ in their form of religion? Why is the Protestant Church broken up into so many sects?

8 Can the conflict between Church and State be reconciled?

9 Why don't Jews believe in Christ? Are Jews the chosen people? What ideas in our own religion come from the Jews? Do the Jews hate Gentiles? Are Jews more grasping and selfish than other races?

10 Who are the Mennonites, the Amish, Quakers, Jehovah's Witnesses? What unique ideas do they have? Should they be allowed to segregate themselves?

11 Why are Catholic services in Latin? Why can't priests marry?

What good do orders of nuns and priests accomplish? Is one religion as good as another?

12 Is the KKK (Ku Klux Klan) a religious organization? What is it trying to do? Why is it strong in the South? Is it legal? What can be done about it?

13 What is capital? Where does it come from? What is labor? Why does it quarrel with capital? Who is right? Should strikes be allowed? How are strikes called? Why are they called? How can they be settled? Should industry be privately owned or governmentally operated?

14 What do the terms "rural" and "urban" mean? What are some of the differences and likenesses between these groups? Which group is more important?

15 Are there classes of people in America? Should wealth be divided equally? Why do some people have so much and others so little?

16 Is the Civil War still going on? Are the Indians treated fairly? Is the East sympathetic in its views of the West?

CONTRIBUTIONS FROM SUBJECT MATTER FIELDS

1 Social Science—This entire unit is primarily a social studies unit. We have attempted to touch upon many of the social problems with which America is vitally concerned However, though the emphasis of this unit is on social study, other subject matter fields need not be neglected In a study of this unit all subject matter fields can be correlated The social studies aspect will be developed by investigation of racial conflicts and prejudices, by discussion of work, recreation, and health facilities provided for racial groups, by an understanding of the different religious, governmental, and culture aspects of group life, etc

2 English—English will be brought into the work in a functional way Class discussion and conversation, reports both oral and written, reading and preparing assigned work, etc, will meet the requirements of any English class Drill in grammar, me-

chanics of expression, and spelling will be provided when the
need for it is apparent

3 Mathematics—Although mathematics is a required course in
a core program and is taught separately, ample work in
mathematics is provided by this unit Determining the per
centage for racial, religious and class groups, reading and
making charts, graphs, posters, etc, investigating money spent
on various projects, all bring into this unit the practical mathe
matics involved in carrying on the worlds work

4 Health—The problem of health can easily be brought into a
discussion of this unit By examining the housing conditions
of minority groups, by investigating the sanitary conditions in
the community, by talking about the recreational facilities of
the community, etc, we can stress personal as well as national,
health problems

5 Science—Science also can be correlated easily by discussion
of the racial supremacy theory, the "pure" blood theory sani
tation, contributions of the great men of minority groups to
science, etc

LEARNING ACTIVITIES

The term "activity," as it occurs in this unit is used to mean all
the varied opportunities and assignments by which the teacher
tries to have the pupil develop within himself the understandings
that are the purposes of the work The justification for every ac
tivity is that, in the opinion of the teacher it is a good way to
foster the growth of understanding and appreciation for which
he is teaching

Sometimes the teacher wishes to capitalize on the known talents
and current interests of the pupils and many different activities
are undertaken On other occasions the teacher will have every-
one or almost everyone working at the same task Sometimes the
activities will be doing opportunities with models and murals
and maps, but on another day they may be reading and thinking
and discussing In each case the teacher assigns or agrees with

pupil suggestion of only those activities which will help the indi
vidual pupils doing them to develop the understandings and skills
called for by their unit

Initiatory

1 Draw and tabulate your family tree taking it as far back as
   possible Use the names of countries in which the people were
   born instead of personal names

2. Read again our Declaration of Independence and the Bill of
   Rights Select the sections of each which express the democra
   tic principles of equal rights for all men Are there any refer
   ences relating to discrimination against persons or certain
   racial or religious groups? Read Amendments 13, 14, 15 of the
   Constitution Discuss ways in which these documents have
   been violated or misinterpreted Cite examples down through
   history

3 Have children volunteer to tell their prejudices, and how they
   think they were acquired

4 Develop a table of criteria for determining the social accept
   ability of people with whom you like to associate Which of
   these criteria do specific people you don't like fail to meet

5 If there is a Hebrew child and a Catholic child in the class,
   have them present to the class a ten minute report on the vari
   ous religious holidays and ceremonies in their religion
   Example Jewish New Year, Lent, Passover, etc

Developmental

1 Study the various American holidays to see how much of our
   celebration originated in other cultures Example Christmas
   tree—German, St Patrick's Day—Irish, Easter, Valentine's
   Day

2 On an outline map of the U S show the states or areas where
   certain nationalities are dominant Example Mexicans,
   Italians, Japanese, Chinese
      "America—A Nation of Many People from Many Coun
   tries"—a map which may be secured from Council Against

Intolerance, Lincoln Bldg , N Y C Pictorial in type, showing location of racial and national minorities and occupations

3 A 'Hall of Fame" bulletin board on which are placed pictures or sketches of leaders of all races, including the white, who have made great contributions to the building of the American democracy and culture

4 Develop a local "Who's Who" showing the part played by members of the minority groups in local and state affairs

5 Make a study of the United Nations What cultures are represented? Note the *interdependence* of cultures

6 By means of two graphs show the immigration trends in the U S

   a Old immigration 1820–1880

   b New immigration 1880 to present

Compare the two graphs and draw certain conclusions as to immigration Example From 1820–1880 immigrants were largely from northern and western Europe From 1880 to the present immigrants came largely from southern and eastern Europe and Asia

7 Draw cartoons showing Uncle Sam or the Statue of Liberty at different dates, indicating a change of feeling in regard to immigration

8 Obtain names and addresses of boys and girls of the same age group in a foreign country Begin a correspondence On a world map, locate country and city or town (if not on map, locate approximately) in which pen pals live From time to time if any new places are mentioned locate on map

9 Use circle graphs of the total population of the U S showing the black white yellow and red segments according to the census of 1950 construct a graph showing origin of our population by the nationalities of the homelands they left

10 On an outline map of the U S indicate the source of raw materials foodstuffs and manufactured products showing how we depend on other sections of the U S Bring in here a good discussion of topographical features of the country,

also conditions favorable for growth of wheat, corn, fruits, etc

11 Report to the class on the development and activity of the early labor unions Why developed? Leaders? Purposes? Achievements? Relate to minority groups

    a American Federation of Labor
    b Knights of Labor
    c CIO

12 Visit the employment agency and local unions Find facts concerning the place which minority groups have taken in industry Determine whether they are skilled or nonskilled workers Determine if certain groups are prohibited from joining unions or if wage scales differ for them Do employers hire the more efficient and better prepared applicant regardless of race, religion or creed? Determine conditions under which they work How may these be improved?

13 Make a survey of the community Study the housing conditions, industries, government, school buildings and programs, recreational facilities, etc What classes of people live in poorer sections? Are there equal occupational opportunities for all groups?

14 List and discuss weapons used by labor and capital Example Closed shop, strike, collective bargaining Have any of the ways you have listed helped bring about better relationship between capital and labor? If so, how? If not, why not?

15 An activity for a Protestant group Study the work of the Federal Council of Churches and the work it has done in unification
For a Catholic group Study the work of the Salvation Army

16 Allow each student to choose a minority group and make a scrapbook on some phase within that group Examples Music of the American Negro, current problem of capital and labor, occupation of a group during the war This could be used as a culminating activity

17 Make a chart of Negro performers you see and hear on tele-

vision over a week's period Include what they did and your evaluation of their ability

18 Collect newspaper and magazine articles which give evidence of minority group feeling and which reveal prejudice Discuss the articles and try to discover the reason for the prejudice What person or organization is responsible for the article? What are they trying to accomplish and why?

19 Make a survey of the class to determine the nationality groups represented Make a graph of this information

20 Make a study of art, literature, and music of the minority groups and help bring about an appreciation of the contributions of these groups Study folk dances of Poles Mexicans etc, prepare exhibits of the art of the masters and compare with modern art, read short stories by foreign authors such as The Necklace by Guy de Maupassant

21 Over a period of one month study the movies you happen to see relating to intercultural problems What characters other than native whites are used? Describe scenes in which they appear What moral characteristics do they show? Can you explain what you have found out? Determine if these movies alleviate or create prejudice

22 List the religious groups represented in the class

   a Make a graph showing percentages
   b Make a study of various religions represented

      1 How, when where did they begin? How have they grown?
      2 Outstanding personalities identified with different religions
      3 Contributions to world art, music literature

23 Visit churches of different religious groups (if services are not closed) to see how worship programs differ or correspond to one another May lead to joint meetings of Youth Fellowships in churches of certain denominations

24 Make a study of minority religious groups How, when,

where originated, and beliefs Why have they been subject to ridicule and persecution? Example Mormons, Jehovah's Witnesses, "Holy Rollers," Amish, Friends

25   What are the activities of the National Labor Relations Committee? What is this committee doing to establish better relations between capital and labor? Why was it formed? What has it accomplished? How has it aided immigrant laborers?

26   Complete study of various problems by having panel discussions or debates Some problems might be (1) Why some people change their religions when they marry and why some others do not (2) Many Negroes are hired as cooks in restaurants and as nurse's aides for white children, but there are none hired as clerks in our local stores Discuss the implications of this fact.

27   Plan an exhibit and collect articles and products which we use everyday and show the countries from which they come This would demonstrate how we depend on other countries

28   Listen to radio broadcasts on topics relating to intercultural relations, labor, and religious problems, musical programs, forums, debates Discuss these in class (A monthly bulletin is sent out from NBC giving a radio program schedule)

29   Form a Pan-American Club for the purpose of furthering inter American friendships The club may hold assemblies and panel discussions and study such topics as these music, art, literature, folk dances, geography of the Americas, international relations, customs, dress

30   Make a study of the music of the Negroes Trace the development of the Negro spirituals and jazz Make a study of several outstanding Negro composers and musicians Recordings of spirituals, etc , may be used

31   Read biographies, books, newspaper articles on outstanding Negro individuals What contributions have they made to fields they represent? Examples George Washington Carver, Marian Anderson, Booker T Washington, Joe Louis, Paul Laurence Dunbar, Hazel Scott, Lena Horne

32 Read some novels and poems published concerning the con
    flicts of minority groups
    Green Thursday, Julia Peterkin
    Darkwater, William E B Du Bois
    Kaga's Brother, M L Ross
    Caroling Dusk, Countee Cullen
    Lyrics of Lowly Life, Paul Laurence Dunbar
    Make a study of the central character of a novel Is he pre-
    sented sympathetically or not? Why is there conflict? How
    could it be minimized?

33 If the student's parents are foreign born, have him ask them
    of their experiences when they came to this country

    a Did they find it difficult to get jobs because of nation-
       ality?
    b Were the "old Americans" friendly or unfriendly to them?
    c Does the prejudice still exist or has it disappeared?

34 Have youngsters tell of some incident in their own experience
    which was based on prejudice Let the class discuss both
    sides and, if possible, decide on the democratic outcome

35 Investigate the possible existence of antiminority group or
    ganizations and the intensity of their activities in the commu
    nity

36 Appoint a committee to make a report on prejudice in your
    community, by talking with teachers, businessmen, public
    officials, and union leaders
    Find out

    a If teachers are selected regardless of race, nationality, or
       religion
    b If employees in industries and stores are hired regardless
       of race, nationality, or religion
    c If policemen, firemen, and other officials must be of a
       particular race or religion
    d If union membership is restricted to any particular racial
       or religious group

37. Develop charts, cartoons, essays, poems, plays, and short stories dealing with the achievements of minority groups. Examples: Cartoons and charts contrasting Negroes as slaves and now as citizens; essays on personal beliefs and knowledge one has about Germans, Japanese, Czechs; poems noting group characteristics such as the Mexicans' love of home; plays dealing with the reasons for immigration to America; short stories on any phase of life of minority groups.

38. Make a study of life on an Indian reservation. Include dress, religion, customs, language, education, politics. Contrast their present life with their life before the white man "civilized" them.

39. Give reports in order to find out about prejudice in the past:

    a. Prejudice against early Christians.
    b. Jews in the Middle Ages.
    c. Puritans and Quakers in England.
    d. Witches in New England.

40. Study, analyze, and define ways opinions are formed through the press, films, and radio by evaluating advertisements, editorials, and headlines.

41. Make a study of our language to see how many words are derived from other languages. Determine their original meaning and present use. If possible, see how other languages have borrowed from ours. Example, *prejudice*—Latin *prae* (before, pre-) and *judicium* (judgment).

Culminating

1. Write a world brotherhood code—the essential factors that could guide all international relations.

2. Prepare, and perhaps present, at an assembly program, a pageant showing the work of racial groups in building the nation, state, or city. For example, show briefly how the Chinese, Negroes, Irish, Italians, etc., all helped in building the nation's railroads, or how Europeans have helped build up a tradition for music in New York City. Write articles for

the school newspaper concerning findings, investigations, and activities in intercultural relations For example, write articles about the housing facilities of minority groups, or about the work in which they are engaged

3 Take a bus trip to Baltimore, tour the residential areas, compare Negro housing developments with those of whites Contact Baltimore City Chamber of Commerce for information as to progress being made to improve slum areas

4. Prepare exhibits of culture in foreign lands Dramatize plays with plots or settings in a foreign land A day may be set aside when parents and friends are invited See Bibliography for suggestions (Choice of foreign land may be determined by nationalities represented in the class)

5 Plan a program for Pan-American Day Costumes, dances, music, food, etc , could be demonstrated (Suggestions for programs obtainable from Pan-American Union in Washington) Probably the help of the music teacher and home economics teacher would be needed

6 Put on festivals or folk days to provide opportunity to wear costumes of different groups and to play games, engage in folk dancing, and prepare foods of different groups Example Mexicans, Orientals, Negroes, Italians, Indians

7. Formulate a code of good labor practices which might be used to minimize conflict between labor and capital How many of your suggestions are good practices for everyday living with others?

EVALUATION

A. Some Criteria for Evaluation

In a unit of this type evaluation naturally means several things First of all, evaluation is an attempt to determine what changes have been made in the behavior of students as regards the goals of intercultural relations Also by evaluation we mean that teachers should make continuous attempts to see that the student

has gained a clearer insight into the values with which the core is concerned There is also a third side to evaluation in this unit Evaluation is not trying to determine whether all students have achieved what we think are the right values for all persons What we should try to measure is this Has the student by use of the intelligence method been able to see more clearly why and how his beliefs are as they are? We feel that if the student can judge critically, he way wish to modify his attitudes and prejudices for himself

What, then, are some of the things we must constantly measure as we try to evaluate our progress in teaching this unit? Below are suggested a few standards which we may use

1 Has the student gained any new *knowledge*, such as a realization of the basic sameness of human nature, an understanding of the cultural contributions of minority groups, and overview of the origins of racial, religious, and social economic prejudices and their prevalence in his own community?

2 Has the student made use of the basic *skills* of reading, writing, and speaking? Can he use reference materials? Can he organize data? Can he read intelligently tables, graphs, maps, charts? Has he developed his ability to work and plan with other persons?

3 Has the student gained an *appreciation* and *respect* for other cultures? Does he appreciate the things which make America a democracy (such as the Constitution, Bill of Rights, etc)?

4. Does the student show the proper *attitudes* toward society? Does he have faith in democracy as a way of life? Is he willing to work to make life better for all, regardless of color, race, or creed? Does he respect other people's feelings and views? Is he willing to help improve human relationships?

5 Has the student developed *critical thinking abilities*? Is he able to distinguish between fact and opinion? Is he willing to analyze his own prejudices and discuss them? Does he reserve judgment until all facts are known? Does he make statements

of specific nature or does he speak in vague generalities? Does he apply what he has learned in helping to solve some of his problems?

B. Informal Evaluation

Evaluation is a continuous process which implies that no student's achievement in a given unit can be adequately measured in any one test at any given time Also, measurement of changes in behavior patterns such as attitudes, opinions, and emotional attachments presupposes a knowledge by the teacher of the before and after behavior of the student as an effective gauge of progress In other words, to learn the beliefs, attitudes, and prejudices of different individuals before the unit is taught is basic for evaluating the progress that has been made in overcoming un desirable behavior patterns and in grasping ones more in keep ing with democratic values Day by day evaluation by the teacher in helping students clarify their own beliefs and revise their opinions as they see the consequences and fallacies in thinking is of immeasurable value

What informal methods may a teacher use in evaluating the progress that pupils have made? Since most evaluation of this type must be done on an individual basis, the teacher should be familiar with all activities of the students, in school and in the community Some suggestions, to which the teacher may add from her own experience, are as follows

1 Of what community organizations is the student a member? The purpose of this information is to determine the extent of his association with various social, economic, racial, and reli gious groups How inclusive or exclusive are these organiza tions? Has the study of this unit created in him a desire to broaden his membership in community organizations?

2 Does he participate in athletic and recreational activities with various groups? Specifically, is his softball team composed of one group or is the third baseman an Italian the center fielder a Catholic, and the catcher from West Virginia? Does the boy

who lives in the "big house" play with the boy who lives across the tracks?

3. Does the type of books and magazines that the pupil reads lead to better understanding, attitudes, and behavior? Does he read the *minimum essentials* of the unit or does his reading show an appreciation of a new field opened to his view? Do his reading interests carry over into his daily life?

4. Does the type of projects undertaken by the pupil show a desire to participate in the solution of cultural problems? Does he use initiative in developing projects? Does he continue projects and activities beyond the normal expectancy? From these experiences, does he develop hobbies and leisure-time interests?

5. Does the type of question asked in class give clear ideas of the pupil's understanding and emotional behavior patterns? Does his question reflect prejudice or a desire for closer cultural relationships? A question, "Why don't we send the Negroes back to Africa?" gives a clear impression of the pupil's thinking.

6. How well are democratic values reflected in reports, talks, and class discussions? How well has he developed logical ideas? Has he analyzed problems objectively? Does he see the interrelation of cultural groups?

7. What does the anecdotal record of the pupil show regarding his behavior patterns? These records, when kept conscientiously by the teacher, are a storeroom of information. *As an example, if Joe defends Monk when he is being sneered at for living in the Negro neighborhood, definite behavior patterns can be deduced.*

8. What attitudes and prejudices are shown by the pupil in his participation in group organizations of the school such as student council, clubs? Is he tolerant of divergent opinions? Does he tend to relegate himself to social groups of his own particular class? Does he give minority members of ethnic, religious, and class groups equal opportunities for expression?

9. How extensive is the interest of the student in understanding

intercultural problems? Does he show an appreciation for the
contributions of other groups? Does the student survey his
surroundings with the purpose of familiarizing himself with
existing conditions and promoting a healthier atmosphere? It
may be noted that lack of interest in certain types of activities
may be balanced by enthusiasm in others

TEACHING MATERIALS

A. General Reading Material on Intercultural Relations

Arndt, C O, *Americans All*, Washington, D C, National Edu-
cation Association, Department of Supervisors and Direc-
tors of Instruction, 1942
Contains a number of realistically selected examples of
how teachers and students carry on studies of cultures
of minority peoples

Benedict, Ruth, *Patterns of Culture*, Boston, Houghton Mif
flin Co, 1934
A valuable background reference for problems of diver-
gent cultures

Brown, Esther, *Inter American Cooperation in the Schools
Student Clubs*, U S Office of Education Pamphlet No 97,
Washington, D C Government Printing Office, 1944, pp
25–32

Brown, Francis James *One America*, New York, Prentice
Hall, Inc, 1952
A detailed account of minority groups including statistics
pertaining to percentages of population, etc. A reference
book

Brown, Spencer, *They See for Themselves*, New York, Harper
& Brothers 1945
A discussion of intercultural education, including plays
on the subject written by students

Cannon, Fanny V, *Playing Fair A Book of Tolerance Plays*,
New York, E P Dutton & Co, Inc, 1940

Chicago Central YMCA College *ABC's of Scapegoating*
  A pamphlet released by the YMCA for the use of morale
  building

Cole, Stewart G , and Helen Trager, *How Can Majority and
  Minority Groups Contribute to Democracy?* New York,
  New Jersey Education Association, 1943
  Suggestions as to ways the majority and minority racial
  groups can contribute to American democracy

Edman, Marion, *Unity Through Understanding*, Washing-
  ton, D C , National Education Association, Department of
  Supervision and Curriculum Development, 1942
  A practical and down to earth handbook which reflects
  practice in the instructional field, to be used in connec-
  tion with Arndt's *Americans All*

Katsh, A. I , "Survey of Racial Prejudice," *Educational Forum*,
  (March, 1941), 5 297–305
  An interesting and encouraging report which gives some
  proof that education can mitigate prejudice

Linton, Ralph (ed.), *Acculturation in Seven American Tribes*,
  New York, Appleton Century Crofts, Inc , 1940

Michigan Department of Public Instruction, *Planning and
  Working Together*, Lansing, Mich , State Department of
  Education, 1945
  A guide to curriculum development, containing a sample
  source unit on Intercultural Understanding

National Education Association, *Race and Cultural Relations,
  America's Answer to the Myth of a Master Race*, Washing-
  ton, D C , NEA, 1942, Problems in American Life Series,
  Unit #5
  A unit developed to help America solve the problem of
  discrimination against racial and ethnic minority groups

Powdermaker, Hortense *Probing Our Prejudices*, New York,
  Harper & Brothers, 1944
  An attempt to help high school students become aware
  of their prejudices, to understand the nature, origin, and

effect of prejudices and to suggest activities which can help reduce them

Simon, Emily Parker, *Strong as the People*, New York, Friendship Press, 1943

A Quaker's views on racial ethnic groups' part in building America, conflicting views, prejudices among them, and the part played by the church among them

Smith, E R, and R W Tyler, *Appraising and Recording Student Progress*, New York Harper & Brothers, 1942

Suggestions on evaluation programs

Stewart, M A M, *We, the American People*, The John Day Co, 1951

Accounts of our immigrations—Scandinavian Spanish speaking peoples, English, Irish, Negroes, Jews Germans, Italians, Chinese, and Indians

Thouless, R, *How to Think Straight*, New York, Simon and Schuster, Inc, 1939

U S Office of Education, *Our Freedoms Series* Evanston, Ill, Row, Peterson & Company, 1940–41

A most interesting and readable series of four booklets, illustrating sources of intercultural conflicts by stories and pictures in color Especially recommended for students of low reading level

U S Office of Education, *Inter American Friendship Through the Schools*, Washington, D C, U S Government Printing Office, 1941, Bulletin #10

A study of the roles of Pan Americanism in the school curriculum and suggestions for improved development

Vickery, William and Stewart Cole, *Intercultural Education in American Schools*, New York Harper & Brothers 1943

First of a series developed to aid teachers in a better understanding of intergroup prejudice and discrimination

Young, Donald R, *American Minority Peoples*, New York, Harper & Brothers, 1943

This reference deals with the national as well as the racial minority peoples

B. Reading Material on Racial Problems

Adamic, Louis, *From Many Lands*, New York, Harper & Brothers, 1940
> Tells the life story of a dozen Americans of various stocks, who have contributed to the building of America

Baruch, Dorothy (Walter), *Glass House of Prejudice*, New York, William Morrow & Co, Inc, 1946
> The author discusses problems, causes, and results of our minority groups

Benedict, Ruth, and Gene Weltfish, *The Races of Mankind*, New York, Public Affairs Committee, Inc, 1943
> Presents an anthropological discussion of the history of the seven races, showing their close relationships, and emphasizing the important role of environment in relation to racial problems

Brown, Francis J, and Joseph S Roucek, *Our Racial and National Minorities*, New York, Prentice Hall, Inc, 1937
> Contains good factual material on each group in the U S and emphasizes the contribution made by each to our culture

Brown, Ira, *The Story of the American Negro*, New York, Friendship Press, 1936
> An attempt to improve, through deeper understanding, the relations between the white and the black race

Enbree, John F, *The Japanese*, Washington, Smithsonian Institution, War Background Studies, No 7, 1943
> An account of the origins and present social structure of the Japanese nation Emphasis is laid on the social and historical aspects of Japanese culture which are at once unfamiliar to Occidentals and of special importance in determining Japanese attitudes and behavior

Glick, Carl, *Three Times I Bow*, New York, McGraw-Hill Book Co, 1943

Locke, Alain, and Bernard Stern (eds), *When Peoples Meet
A Study in Race Culture Contacts*, New York, Committee
on Workshops, Progressive Education Association, 1941
An invaluable anthology of source material on racial con-
tacts and conflicts giving information on different racial
situations and the attitudes of both dominant and minor-
ity groups

Mair, A , "Quelling a Class of Babel by a Unit in Foreign
Cultures," *Clearing House* (January, 1939), 13 265–66
Simple suggestions for handling a race unit, many of
which are adaptable to the junior high school grades

Reuter, E B , *The American Race Problem*, New York,
Thomas Y. Crowell Co , 1938
A clear outline of the major points in our American situ-
ation

Smith, William C , *Americans in Progress A Study of Our
Citizens of Oriental Ancestry*, Ann Arbor, Mich , J W
Edwards, Publisher, Inc , 1937
One of the relatively few books dealing with our people
of Oriental background

Stegner, Wallace Earle, *One Nation*, Boston, Houghton-Mif-
flin Co , 1945
A good pictorial account of minority groups in the United
States including Pacific races, Mexicans, oldest Ameri-
cans, Negroes, culture and creed

Strong, E K , *Japanese in California*, Stanford, Calif , Stan-
ford University Press, 1933

Wissler, Clark, *Indians of the United States*, New York,
Doubleday & Company, Inc , 1940
A helpful and thought provoking book on the history of
the native Indian

C. Reading Material on Religious Problems

Alofsin, Dorothy, *The Stream of Jewish Life*, Cincinnati,
Union of American Hebrew Congregation, 1944
The story of Jewish activities, personalities, and institu-

tions Helps in understanding the continuity of Jewish customs

Bower, William Clayton (ed), *The Church at Work in the Modern World*, Chicago, University of Chicago Press, 1935
A symposium by eight authors attempting to study the social problems involved in the redefinition of the function and methods of work in the church in the modern world

Fitch, Florence M *One God, The Ways We Worship Him*, New York, Lothrop, Lee & Shepard Co, Inc, 1944
An excellent presentation of the story of the three great religions of America, designed to help children understand and respect religions different from their own

Gould, Kenneth, *They Got the Blame*, New York, Associated Press, 1942, Pamphlet
A particularly good reference on persecution of the Jews

Graeber, Isacque, and S H Britt, *Jews in a Gentile World*, New York, The Macmillan Co, 1942

Silcox C E, and G M Fisher, *Catholics Jews, and Protestants*, New York, Harper & Brothers 1934
A comparison of the three great religious groups in the United States

D. Reading Material on Ethnic Problems

Adamic, Louis, *Nation of Nations*, New York, Harper & Brothers, 1945
Contribution of immigrants to America written in an interesting story form

Babcock, Kendrick C, *The Scandinavian Element in the United States*, Urbana, Ill, University of Illinois Press, 1941

Bogardus, E S, *The Mexicans in the United States*, Los Angeles, University of Southern California Press, 1934
Reading on a specific nationality group within the United States

McWilliams, Carey, *Brothers Under the Skin*, Boston, Little, Brown & Co, 1943

A good reference on Mexicans in the United States

Morgan, Madeline R, and Bessie King, *Units on the Contributions to American Life Made by Negroes* (3 Pamphlets), Chicago, Board of Education, Bureau of Curriculum, 1944

Designed to teach the white youth to appreciate Negro achievements and to teach the Negro youth to respect himself and to be proud of his people

Orlansky, Harold, *The Harlem Riot, A Study in Mass Frustration*, New York, Social Analysis, GPO Box 399, 1944

A pamphlet with a careful analysis of the factors underlying the riot

Saxon, Lyle, *Children of Strangers*, Boston, Houghton Mifflin Co, 1937

Taylor, P S, *An American Mexican Frontier*, Chapel Hill, University of North Carolina Press, 1934

U S Office of Education, *The Good Neighbor Series*, Dr John W Studebaker, (ed), Evanston, Ill , Row, Peterson & Company, 1943

A series of books especially recommended for low reading levels dealing with our Latin American neighbors The titles of the separate issues are listed below

Three Island Nations (Cuba, Haiti, Dominican Republic)

Next Door Neighbors (Mexico)

The Central Five (Guatemala, Honduras, El Salvador, Nicaragua Costa Rica)

By Caribbean Shores (Panama, Colombia, Venezuela)

Children of the Sun (Peru, Ecuador, Bolivia)

The Fertile Land (Brazil)

Between Mountains and Sea (Chile)

Republics of the Pampas (Argentina, Paraguay, Uruguay)

Washington, Booker T, *Up from Slavery*, New York, Doubleday & Company, Inc , 1928

The life of one of the outstanding members of the Negro race

Wood, Ralph, *The Pennsylvania Germans*, Princeton, Princeton University Press, 1942

Reading on a specific nationality group in the United States

E. Reading Material on Social Economic Problems

Bell, Howard M , *Youth Tell Their Stories*, Washington, D C , American Council on Education, 1938

A social economic survey of the problems and opinions of the youth of Maryland, which state was considered a typical one because of the variety of its social and economic communities

Dollard, John, *Caste and Class in a Southern Town*, New Haven, Yale University Press, 1937

An excellent discussion of the socioeconomic problem

McWilliams, Carey, *Ill Fares the Land Migrant and Migratory Labor in the United States*, Boston, Little, Brown, & Co , 1942

Odum, Howard W , *Southern Regions of the United States*, Chapel Hill, University of North Carolina Press, 1936

A reading on socioeconomic stratification

Roper, Arthur F , *Sharecroppers All*, Chapel Hill, University of North Carolina Press, 1941

An interesting discussion of the social and economic problems of the sharecropper

Shepard, Ward, "The Tolls for Ethnic Democracy," *Common Ground* (Spring, 1944)

A discussion of problems of social and economic conflicts and suggestions for improving the good will of the antagonist

Thomas, Julius A "War Time Changes in the Occupational Status of Negro Workers," *Occupations*, XXIII, April, 1945

Shows concentration of Negro worker in three major occupational groups

F. **Fiction and Biography Related to Minority Groups**

Bontemps, Arna Wendell, *Story of the Negro*, illustrated by
Raymond Lufkin, Alfred A Knopf, Inc, 1948
  A biography of prominent Negroes

Burgwyn, Mebane, *Lucky Mischief*, pictures by Gertrude
Have, New York, Oxford University Press, 1946
  The story of a Negro boy and problems in raising a calf
  to show in the prize ring

Emblen, Donald Lewis, *The Palomino Boy*, decorations by
Lynd Ward, The Viking Press, Inc, 1948
  The story of Juan, a young orphan of Mexican parents,
  who lives with three warm hearted understanding sisters
  in the Palomino Valley in back of San Diego, California
  Juan faces the problem of being a member of a minority
  group and eventually comes to understand himself

Emery, Anne, *Tradition*, drawings by Ruth King, Vanguard
Press, 1946
  A Japanese-American family, Okimoto, and their strug-
  gle to be accepted by the new "old stock" neighbors

Lampman, Evelyn (Sibley), *Elder Brother*, illustrated by
Richard Bennett, New York, Doubleday & Company, Inc,
1951
  Chinese-American life in Portland, Oregon

Lang, Don, *Strawberry Roan*, illustrated by Gertrude Have,
New York, Oxford University Press, 1946
  The story of a Mexican boy and a horse

McKean, Else, *Up Hill*, Shady Hill Press, 1947
  A group of biographies of famous American Negroes

Means, Florence, *Great Day in the Morning*, illustrated by
Helen Blaur, Boston, Houghton Mifflin Co 1946
  A Negro girl postpones music lessons to go South, where
  she decides to remain to live and work among her people

Means, Florence, *The Moved Outers*, Boston, Houghton
Mifflin Co, 1945
  The story of a Japanese-American family and their evacu-

ation to Santa Anita assembly center and finally to a re-
location center in Colorado following Pearl Harbor

Swift, Hildegarde (Hoyt), *North Star Shining*, illustrated by
Lynd Ward, William Morrow & Co , Inc , 1947

A pictorial history of the American Negroes written in
poetic form and including famous Negro personalities

G. Supplementary Readings, Including Stories and Poems, Found in Anthologies in Our Junior High Schools

Adamic, Louis, "The Native's Return," *Beyond the Seas*,
Boston, Ginn & Company, 1946

An account of the author's return to Carniola, a tiny
province of Austria that had in his absence become a
part of Yugoslavia A heart-warming incident of the
"hero" American's return visit to his people

Curtis, Natalie, 'Song of the Rain Chant," *Expanding Liter-
ary Interests*, River Forest, Ill , Laidlaw Brothers, 1950

A translation of a Navajo Indian poem

Hunt, Leigh, "Abou Ben Adhem," *Worlds to Explore*, New
York, American Book Company, 1951

Joy, Charles Rhind and Melvin Arnold, "From the Rising of
the Sun," *Expanding Literary Interests*, River Forest, Ill ,
Laidlaw Brothers, 1950

A true story of Dr Albert Schweitzer and his work in
Africa

Lieberman, Elias, "To My Brothers Everywhere," *Beyond
the Seas*, Boston, Ginn & Co , 1946

A poem directly pertinent to the purposes of this unit.

Markham, Edwin, "Brotherhood," *Expanding Literary Inter-
ests*, River Forest, Ill , Laidlaw Brothers, 1950

Muller, Edwin, "Peasant's Progress" *Beyond the Seas*, Boston,
Ginn & Company, 1946

A true account of one of Muller's neighbors and his diffi-
culties as an immigrant in gaining his rights

Surmelian, Leon Z "America in My Blood," *Prose and Poetry*

Adventures, Syracuse, N Y, The L W Singer Company, Inc , 1951.

> An account of the author's coming to America and his apprenticeship on a Kansas farm

West, Jessamyn, "The Pacing Goose," *Reading Literature*, Book Three, Evanston, Ill, Row, Peterson & Company, 1950

> The story of a Quaker family holding divided opinions concerning geese, particularly Samantha, "a born pacer"

White, Clarence Cameron, "Traditional Negro Spirituals," *Expanding Literary Interests*, River Forest, Ill, Laidlaw Brothers, 1950

> Two Negro spirituals, 'Goin' to Shout All Over God's Heaven" and "Swing Low, Sweet Chariot"

H. Films

Americans All, produced by March of Time, New York, University Film Library

> Shows cultural habits, occupations, living conditions, plays, and the study of the youth of the South American countries

America's Disinherited, Garrison Film Distribution, Inc , New York

> Records the efforts being made to aid sharecroppers

Black Legion, Commission on Human Relations, Progressive Education Association, 221 W 57th St New York

> A film depicting the effects of intolerance among workers

The Flag Speaks, YMCA Motion Picture Bureau, 347 Madison Ave , New York 17, New York

> A short color film depicting the struggle to establish the Bill of Rights, dramatically presented as a biography of the flag

The House I Live In, featured Frank Sinatra Young America Films, Inc , 18 E 41st St , New York

> Designed to promote religious tolerance among children

If a Boy Needs a Friend, Harmon Foundation, Inc , Division
of Visual Experiment, 140 Nassau St , New York
    Pictures the friendship that may develop between boys
    of different races

Life of Emile Zola, Boston University Film Service, School of
Education, 29 Exeter St , Boston
    A clear picture of prejudice from the Dreyfus case

Navajo Highlights, Boston University Film Service, School of
Education, 29 Exeter St , Boston
    A color film on the work of the Ganado Mission among
    Indians

The Negro Soldier, University of Michigan Extension Divi-
sion, Cooperative Film Service, Ann Arbor, Michigan
    A film showing the place of the Negro in the war

One Tenth of Our Nation, Harmon Foundation, Inc , Division
of Visual Experiment, 140 Nassau St , New York 16

Races of Mankind, Harmon Foundation, Inc , Division of
Visual Experiment, 140 Nassau St , New York 16

Representative Films on Latin America, Research Division,
National Education Association, Washington, D C

Rise of a Race, Board of Missions, Presbyterian Church, 156
Fifth Ave , New York
    The story of Presbyterian missions in the South, showing
    how the Negro is developing leadership

Sons of Liberty, Boston University Film Service, 29 Exeter
St., Boston
    An excellent picture of the contributions of a Jewish im-
    porter to the American Revolution

Story of Dr Carver, University of Michigan Extension Divi-
sion, Cooperative Film Service, Ann Arbor, Mich

The World We Want to Live In, University of Michigan Ex-
tension Division, Cooperative Film Service, Ann Arbor,
Mich.
    A film depicting some of the needs for developing inter-
    cultural understanding that goes beyond the limits of
    mere tolerance

I. Film Catalogue Service

Bell & Howell Company, 1331 G St , N W , Washington 5, D C
Catalogue of Educational Motion Pictures—Sound and
Silent, 25¢.

The Educational Screen, 64 E Lake St , Chicago 1, Ill
1000 and One—The blue book of nontheatrical films,
$1 00.

General Electric, Motion Pictures—write to Visual Instruc
tion Section, Publicity Department, General Electric Co ,
Schenectady N Y

Kunz Motion Pictures Service, 432 N Calvert St , Baltimore
2, Md

Educational Film Catalogue, YMCA Motion Picture Bureau,
N Y.
Selected motion pictures

The Coordinator of Inter-American Affairs, 444 Madison Ave ,
New York 22.

Audio-Film Libraries, 661 Bloomfield Ave , Bloomfield, N J
Educational talking pictures

YMCA Motion Picture Bureau, 347 Madison Ave New York
17.

Educational Film Index, H W Wilson Co , 950-972 Uni-
versity Ave , New York 52
A cumulative catalogue of educational films, indexed by
the Dewey decimal system

J. Magazines

We have listed below a few magazines which contain material
especially pertinent to the problems of this unit, which we
felt might escape the attention of the teacher, if not men-
tioned

Ebony Ebony Publishing Company, 5619 S State Street,
Chicago 21
A Negro publication closely following the style of *Life*
magazine

Survey Graphic Survey Associations, Inc, 112 E 19th St, New York

A monthly magazine of direct interest to social workers, with extensive material on social, economic, and interracial problems

The Inter-American 201 E 57th St, New York 22

A monthly magazine dealing with Pan American problems

Woman's Day Box J-44, 19 W 44th St, New York 18

Series of colored plates and accompanying editorial on American immigrant types

K Recordings

Ballad for Americans, Harmon Foundation, Inc, Division of Experiment, 140 Nassau St, New York 16

Poem sung by Paul Robeson, accompanied by the Victor Symphony Orchestra

Dorie Got a Medal, Corwin, Norman, YMCA

Story of a Negro sailor who became a hero

Freedom's People, U S Office of Education, Transcription Exchange, Washington, D C

Negro contributions to music, science, discovery, sports, military service, industry, art, theater

I'm an American, Harmon Foundation, Inc, Division of Visual Experiment, 140 Nassau St, New York 16

Negro Contributions to American Life, "New World A' Comin'," National Broadcasting Company, University of the Air

These are only a few special recordings which we felt worth mentioning here The scope of recordings is almost unlimited in presenting the musical and literary contributions of cultures other than our own

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